

Research Progress in Narrative Nursing Teaching

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Abstract. This paper introduces the teaching procedure and implementation steps of narrative nursing, including selecting stories, presenting stories, discussing, recording perceptions and communicating between teachers and students. It also analyzes the teaching effect of narrative nursing, which helps to improve students' interest, humanistic quality and professional quality, summarizes the forms and contents of evaluation of narrative nursing teaching, and puts forward the direction of future research based on previous research. The main task is to strengthen the self-development of narrative materials and improve the evaluation method and index system of narrative nursing teaching.

Introduction

Narrative pedagogy is a kind of teaching method that teachers tell stories through teachers themselves, students, clinical nurses, patients or through various information media (such as films and television, literature, works of art, etc.), and explain, analyze and reconstruct the deep meaning behind stories in dialogue and discussion, achieving educational purposes. Diekelman, a famous American nursing educator, first introduced this method into the field of nursing education in 1993^[1]. Narrative nursing teaching can stimulate students' interest in learning, make students generate empathy, help students establish correct professional ethics, generate professional identity, and enhance professional love and confidence, and help teachers to improve their own quality and achieve teaching mutual benefit by enriching teaching forms and emphasizing teaching experience. Narrative-based teaching reform has become a new trend in nursing education abroad. At present, it is mostly used in clinical nursing practice, nursing interpersonal relationship, cross-cultural nursing, nursing theory construction and other fields, but China is still at the initial stage of exploration. In order to provide reference for the further development of narrative nursing teaching in our country, the author summarizes the teaching procedure and implementation steps of narrative nursing, and the teaching effect and evaluation of narrative nursing.

Narrative Nursing Teaching Procedures

Narrative nursing teaching procedure constructs normative teaching procedure and methodological guidance for teachers to use narrative teaching method, which has important guiding significance for teachers to use narrative materials to implement teaching.

In 2002, McDrury, a British nursing educator, put forward a "reflective learning model in the form of story-telling". On the basis of learning from foreign narrative teaching procedures, Jiang Anli's research group in China made localized improvements and proposed five stages of narrative teaching and nursing procedures: The first one is to choose stories. Teachers choose appropriate narratives according to the teaching objectives and tasks of this lesson, based on students' life experience. The second one is to present story experiences. Teachers choose appropriate narrative ways to present stories through direct narrative or audio recording. The third one is to carry out discussion. Teachers ask questions, guide students to discuss on the basis of reflection, excavate the values in the story and so on. The forth one is to record perception. Teachers guide students to rethink and understand further, and record diaries with their own life experience. The fifth one is to exchange between teachers and

students. According to the contents of the diary, teachers and students exchange their experiences, and explore the doubtful issues ^[2].

Implementation Steps of Narrative Nursing Teaching Procedure

Selection of Stories.

Stories are narrative materials, which are the basic conditions for narrative teaching. Good materials can help to attract students to integrate into the story situation, arouse resonance, and have good value demonstration and behavior-oriented functions. At present, narrative nursing materials in China mainly come from two ways.

Collecting the Existing Narrative Nursing Materials. The existing electronic stories, videos, pictures, literary works and other materials related to nursing are mostly used by teachers for narrative nursing teaching. Teresa^[3] revealed the deep meaning of stories to students through children's picture books, and improves students' critical and creative thinking in the class of "Introduction to Nursing Psychology" for undergraduates. Dong Yongze et al.^[4] helped students understand the influence of different cultures on nursing by displaying a series of pictures reflecting different cultures of the East and the West in the class of "Nurses' Humanistic Accomplishment". Guo Yujie et al.^[5] let students understand the connotation of nursing work in the humming room through playing the song "White Girl" to praise nurses to students in the class of "Fundamental Nursing".

Independently Developing Narrative Nursing Materials. Nowadays, the narrative nursing materials are not of high quality and unsystematic. There are abundant narrative materials in clinical nursing practice, which are effective resources for narrative nursing teaching. The materials used in narrative nursing teaching by Nadine^[6] were from personal clinical experience written by previous undergraduate nursing students and graduate students. According to the life cycle, Jiang Anli and other scholars independently developed five themes of narrative nursing materials, namely "greeting at the beginning of life", "companionship on the way of growth", "dependence in golden years", "concomitance in old age" and "seeing you off at the last moment", by using the methods of participatory observation and behavioral event interview^[7]. Huang Hui et al.^[8] believed that the two methods of collecting existing narrative nursing materials and independently developing narrative nursing materials were equally matched, but it was worth noting that when collecting narrative materials or developing narrative materials, nursing professional thinking should be used to evaluate and review the materials in order to ensure better service for narrative nursing teaching.

Presentation of Story.

What form should we present the story, that is, the application form of narrative nursing teaching? With the further development of narrative teaching, its application forms have been constantly enriched, which can be summarized as three forms of narrator narration, appreciation of art works, role playing.

Narrator Narration. The narrator can be a teacher, a student or a patient. Through the way of story reconstruction, the narrator can ingeniously "contain" theoretical knowledge in the story, that is to take the story as the carrier to teach disease knowledge. Kirkpatrick et al.^[9] organized students to listen to the stories of the elderly and helped them build up a good idea of caring for the elderly and understanding the elderly in the teaching of geriatric nursing. Xu Hailing^[10] helped students understand the pathogeny, clinical manifestations, prognosis, treatment and nursing measures by telling a story of haematemesis after a student's reunion in the teaching of internal medicine nursing. During the teaching practice of nursing, Wang Dongrui et al.^[11] asked students to share the story of one patient with cerebral hemorrhage caused by rupture of intracranial aneurysm, to help students familiarize themselves with the characteristics of the incidence and prognosis of aneurysm disease, and to understand the main points of limb rehabilitation training. However, in the process of teaching, the teaching content is not limited to the story itself, but to radiate outward and expand based on the story.

Appreciation of Art Works. Art works are an effective way for human beings to express and transmit experience. By appreciating art works and focusing on topics related to disease, pain, mental health, aging and death, students' narrative ability can be improved. The themes of art works can be literary works, films, pictures, music and so on. Thomas Mann's *Der Zauberberg*, Camus's *La Peste*, Solzhenitsyn's *Cancer Ward*, Bi Shumin's *Red Prescription*, and Jiang Anli's *Color of Life* are often used by teachers in narrative nursing teaching^[12]. Frei et al.^[13] organized students to appreciate a series of oil paintings and sculptures, which improved students' ability of observation, communication and empathy. Li Yi et al.^[14] helped students establish professional ethics and develop their professional confidence by playing the video "Florence Nightingale" in clinical teaching.

Role Playing. Role-playing is a teaching mode that influences individual psychological process through behavior imitation and behavior substitution^[15]. Teachers distribute nursing situational scripts to students before class, and students perform role-playing in class. Xu Hailing^[10] selected students to play roles in explaining the nursing of "assisting expectoration", so as to transform complex abstract words into concrete actions, and realize the transformation from theory to practice, so as to help students master the indications, taboos, operating methods and matters needing attention of expectoration. Li Dongning et al.^[16] allocated the scripts adapted from the TV play "Angel Heart" to the students in order to cultivate students' communication skills between nurses and patients. Through role playing, students realized the different psychological states of doctors, nurses and family members in doctor-patient contradiction and nurse-patient contradiction. Ironside et al.^[17], in order to cultivate students' communication skills in specific situations, arranged students to play emergency scenes on the spot, and helped them eliminate their timidity, so as to improve their situational predictability and emotional control.

Conducting Discussions.

Putting forward a good question is an important factor determining the value of discussion. Traditional nursing teaching usually pays more attention to the solving of patient problems and the formation of problem-solving habits. However, The narrative nursing teaching pays more attention to question raising because raising questions means pointing out a learning direction. If we pay too much attention to problem solving, it is easy to overlook the particularity of learning subjects and fall into cramming education. If learners can ask questions based on their personal feelings, their observation abilities can be improved, and they can reflect on the significance of their own existence, understand their own limitations, be more easily take the initiative to accommodate patients, and produce a responsible learning attitude^[4-5, 18]. Therefore, in narrative nursing teaching, teachers need to be aware of personal perception and generate meaningful questions, which are based on the coexistence of teachers and students. Chao et al.^[19] raised corresponding questions by observing students' reactions, aroused students' thinking, and finally adjusted the pace of learning to improve the learning effect.

Recording Feelings.

Reflective writing is usually regarded as an effective form of recording perception. Michelle et al.^[20] pointed out that reflective writing aimed at "self-awareness and/or professional growth" and writing reflecting on one's own experience had the potential to change one's behavior. Reflective writing is helpful for students to evaluate and share their own experience actively. It involves not only disease knowledge, but also personal thoughts and experiences. On the surface, it reflects personal inner experience. In fact, it is the internalization of knowledge^[8, 15]. It should be reminded that in the early stage of writing, it is not appropriate to overemphasize the skill of writing. After all, the purpose of writing is to cultivate the sympathetic ability of nursing students, not to cultivate writers^[21].

Communication between Teachers and Students.

Through the sharing of the first four stages, teachers and students can preliminarily answer their own inner questions through their own perception and thinking and consulting relevant materials. And they can combine materials in class or after class to exchange their own personal experience or inner feelings, so as to better understand the meaning behind the materials. The form of communication

between teachers and students can be either direct face-to-face communication or indirect communication in writing. In the course of “Fundamental of Nursing Science” of School of Nursing in Second Military Medical University, students write perception diaries and teachers read them, so the communication between teachers and students can be indirectly carried out, and the direct face-to-face communication can be also carried out through 5 minutes of pre-class care activities. The study^[5,15] shows that teacher-student communication helps to promote the formation of learning partnership between students and teachers and improve learning effect.

Teaching Effect and Evaluation of Narrative Nursing

Teaching Effect of Narrative Nursing.

Helping to Improve Students’ Interest in Learning. The traditional teaching form is mainly lecturing, which is simple and only focuses on the teaching results but ignores the teaching effects. A number of research studies^[3,10] show that narrative nursing teaching can stimulate students’ awareness of active learning by enriching teaching forms, activating classroom atmosphere and emphasizing teaching experience, thus improving students’ interest and enthusiasm in learning.

Helping to Improve Students’ Humanistic Literacy. The cultivation of humanistic quality only by empty preaching effect is very little. Numerous studies^[6,20] have shown that various application forms of narrative nursing teaching can help students dig deeper into patients’ inner experience, experience patients’ pain and produce empathy. It has become a good method to cultivate nursing students’ humanistic accomplishment with its own unique mechanism and operation form.

Helping to Improve Students’ Professional Accomplishment. Traditional teaching model often has the phenomena of disconnection between foundation and clinic and separation between theory and practice. The research shows that^[4,10] narrative nursing teaching provides teachers with new teaching concepts, broadens the ways for teachers to transfer knowledge, helps to strengthen students’ understanding and memory of theoretical knowledge, and improves the level of practical skills.

Helping to Improve Teachers’ Self Accomplishment. To carry out narrative nursing teaching requires teachers to prepare narrative materials, design narrative methods and arrange narrative environment in advance, which challenges teachers’ abilities. Research shows that^[15,17] narrative nursing teaching provides teachers with new teaching ideas, enriches their teaching experience, improves their teaching level, exercises their scientific research ability, and further improves their ability in an all-round way.

Evaluation of Teaching Effect of Narrative Nursing.

At present, there is no uniform standard for evaluating the teaching effect, but it is certain that the targeted evaluation forms and methods should be adopted for different evaluation contents.

Assessment Form. The evaluation forms mainly include teacher’s evaluation of students, patient’s evaluation of students, mutual evaluation among students and self-evaluation. Shaorn et al.^[22] pointed out that patient evaluation is the most valuable form of evaluation, because they can really experience the quality of nurses. In addition, due to the inequality of medical knowledge between patients and nurses, it is slightly difficult to evaluate nurses. In this case, it can be supplemented by teacher or classmate evaluation.

Assessment Method. The evaluation methods mainly include observation, interview and questionnaire, among which the most frequently used method is questionnaire. There are two types of questionnaires: structured (closed) and non-structured (developed). Structured questionnaires generally include patient satisfaction scale, critical thinking scale, peer evaluation scale, etc. Non-structured questionnaires generally require students to express their views. After the end of narrative nursing teaching by Destiny et al.^[23], students completed the self-evaluation by completing the questionnaire consisting of 10 non-structural questions.

Conclusions

To sum up, narrative nursing teaching has made great progress in foreign countries. Although our country is at the initial stage of exploration, some gratifying achievements have been made. At present, an operable narrative nursing teaching procedure and method has been basically constructed to provide reference for others to carry out narrative nursing teaching in the future. However, there are still some shortcomings, for example, narrative nursing materials are not enough in content, not enough systematic, and often need to learn from foreign materials, which reduces the effectiveness of the use of materials. In view of this situation, in the future, the independent development of narrative materials should be strengthened when carrying out narrative nursing teaching to meet the needs of different courses for narrative materials, so as to improve the accuracy of narrative nursing materials. In addition, there is no unified evaluation method and evaluation index for the evaluation of narrative nursing teaching effect, which limits the credibility of the evaluation results. In the future, researchers are expected to make in-depth study in this regard, using a variety of research methods to determine reasonable evaluation methods and perfect index system, so as to speed up the pace of narrative nursing teaching in China.

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