

**A NARRATIVE THEMATIC
ANALYSIS OF
BACCALAUREATE
NURSING STUDENTS'
NURSE-PATIENT CLINICAL
REFLECTIONS**

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RESEARCH TEAM AND ACKNOWLEDGEMENTS

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INTRODUCTION

- Why are narratives important in nursing?
 - Students' Clinical Experiences
- What are some examples of narratives in nursing?
- What is the purpose of analyzing narratives in nursing?



BACKGROUND

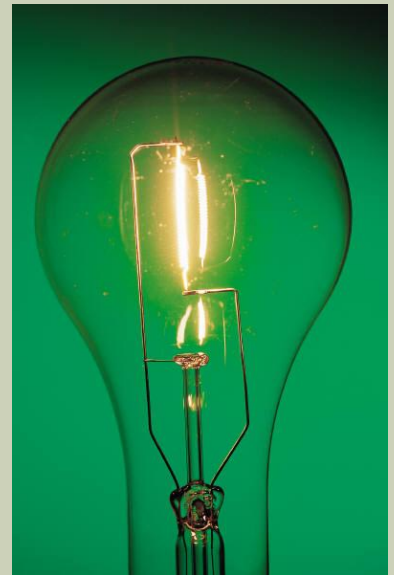
- Critical Thinking

- Importance

- Definitions

- A process of analyzing, synthesizing, and/or evaluating information (Paul & Scriven, 1987)

- Previous Quantitative Study and Results



AIMS

- To identify characteristics of Critical Thinking in nursing students' reflective writing assignments, which were guided by Richard Paul's model of Critical Thinking
- To identify narrative themes illustrating the experiential aspects of critical thinking contextualized in the direct care/educational clinical student experiences
- To identify characteristics of Critical Thinking by nursing students in the context of their interactions with other staff and instructors

RESEARCH QUESTION

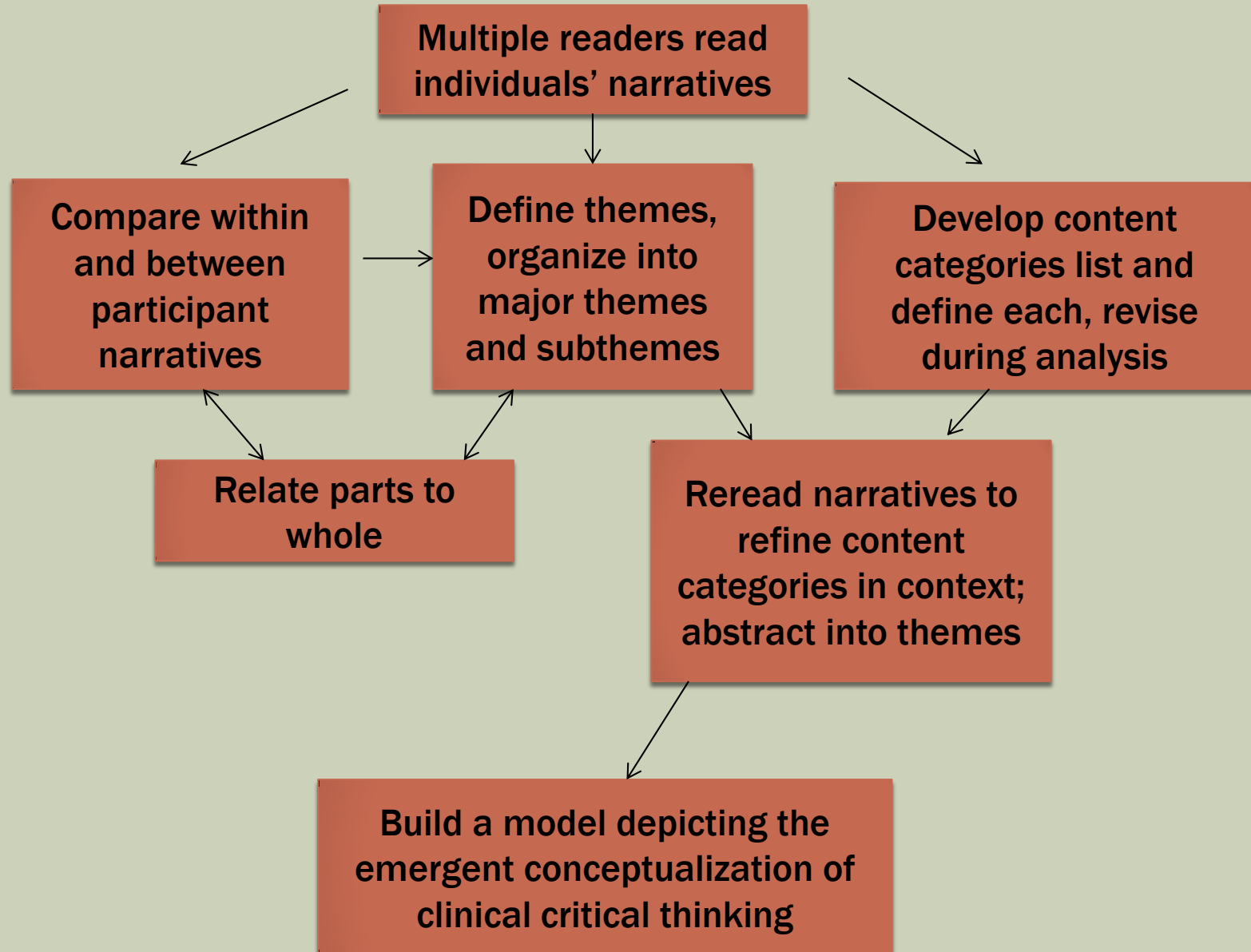
- What are the characteristics of critical thinking in nursing students' reflective writing assignments concerning clinical educational, direct care experiences?



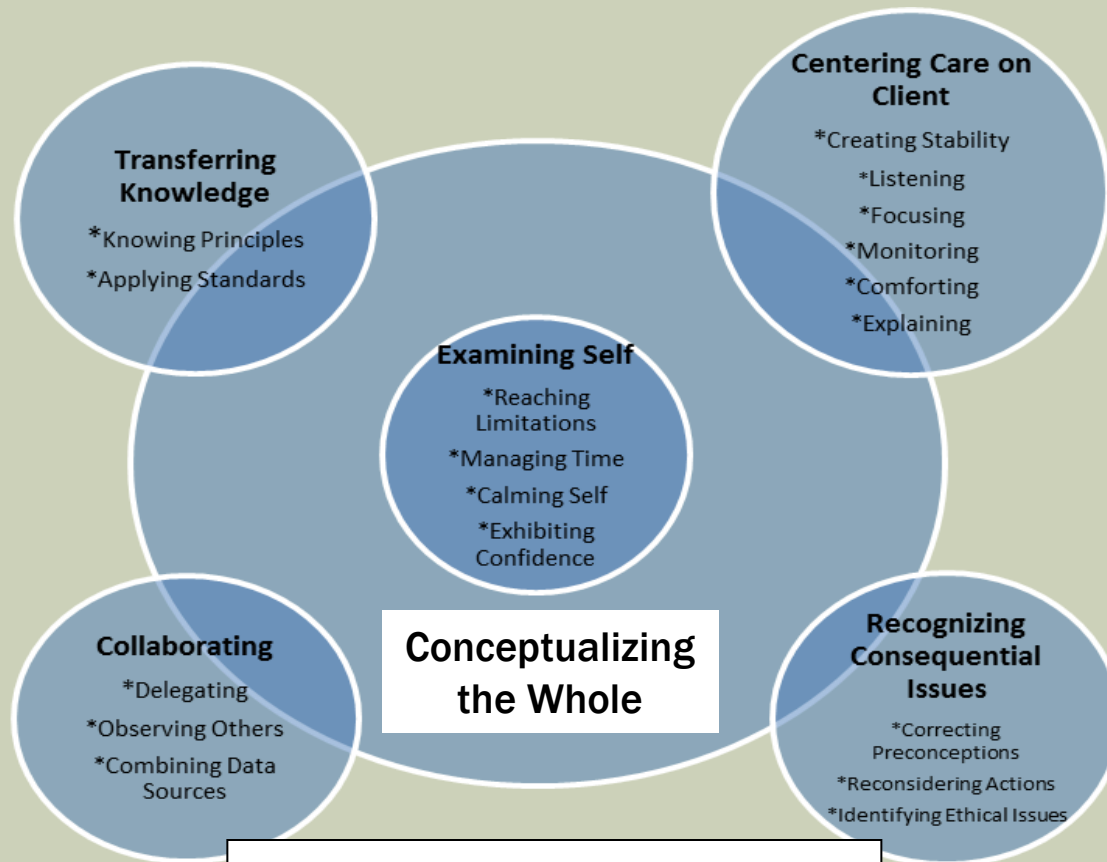
REVIEW OF LITERATURE

- Critical thinking
 - Paul's Model
 - Elements of good reasoning
 - Intellectual standards used to assess quality of thinking
 - Intellectual traits or dispositions
- Reflective writing
- Characteristics of critical thinking in the clinical setting
- Analysis of clinical narratives

Method of Narrative Analysis



RESULTS



CRITICAL THINKING: Students' critical thinking in the context of clinical experiences

TRANSFERRING KNOWLEDGE

- Knowing principles
- Applying standards

"I should have treated the patient more compassionately and made them feel more comfortable. At the end of the experience, I came to see the importance of all the safety precautions involved with these infected patients."



CENTERING CARE ON CLIENT

- Integrating comfort measures
- Monitoring
- Informing Client
- Dialoguing
- Listening actively
- Verifying
- Creating stability
- Caring with cultural competence

“...so in terms of self-interest I don’t see anything about nursing that affects me, I only see it as a patient’s wishes and interests. I allow them to talk and explain their beliefs and wishes and do not judge them at all. Whether I agree with them or not is not the issue just so long as I am putting their health first and foremost.”

COLLABORATING

- Delegating
- Combining data sources
- Knowing limitations
- Getting assistance
- Observing others



RECOGNIZING CONSEQUENTIAL ISSUES

- Correcting preconceptions
- Learning from experience (Being motivated to change)
- Reconsidering actions
- Identifying ethical problems

EXAMINING SELF

- Managing time
- Exhibiting confidence
- Reaching limitations
- Panicking/Freezing/Feeling helpless
- Calming self
- Setting priorities
- Acknowledging gratifying care experiences

"It was a very stressful situation because in nursing school you are taught the basics and usually the basics work for most people, but when the basics do not work then you start to panic inside because you have no idea what to do next."

“There was not much information about her condition or the cause because she was still waiting to have [the] test. My best interventions included relieving her chest pain and making her comfortable. It kind of made me feel helpless.”

“I was trying to get all my charting and paper work done and was not keeping up with time. I could have done a better job with keeping up with time to give my patient’s meds and with chart[ing]. (I was) overwhelmed with all the paperwork and charting that I had to do. I wish I would have made more time to learn more and not have gotten so frustrated with what was expected of me.”

CONCEPTUALIZING THE WHOLE

- Making associations/causations
- Providing a rationale
- Recognizing patterns
- Integrating multiple data sources
- Synthesizing
- Referring to history
- Monitoring
- Imagining alternative cases/
Comparisons
- Knowing typical and recognizing atypical

“Patients were very great learning experiences for me. I honestly did not have a great understanding of how one aspect of someone’s life could truly affect several other aspects.”

DISCUSSION

- What are the characteristics of Critical Thinking in nursing students?
- What was found in the analysis of clinical narratives compared to other findings?
- How can faculty use these findings?

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