

Becoming Aware of Compassionate Care Through a Patient’s Story: Reflections from First Year Nursing Students

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Marcus Engel, MS – I’m Here Movement

Introduction	Procedure	Results	Conclusion	
<p>As a college freshman, Marcus Engel was blinded and nearly killed after being struck by a drunk driver. “I’m Here: Compassionate Communication in Patient Care” was written to share his experiences with health care professionals, specifically nurses.</p> <p>There is a paucity of research literature examining how nursing students are educated about compassionate care. How does one learn about compassion other than living through an experience?</p>	<p>First year students in a BSN program enrolled in an “Introduction to Nursing” course were required to read a book titled "I'm Here: Compassionate Communication in Patient Care" by Marcus Engel.</p> <p>The students were required to reflect on Engel's experiences as a patient and discuss how nurses can better communicate with their patients. This reflection was written up as a letter and emailed to Engel.</p>	<p><i>Major Theme 1 – Lessons about Compassion through Literature</i></p> <p>New awareness of patient experience despite having no clinical experience</p> <p>Understanding of the role of a nurse in patient care</p> <p>“Your book was able to touch me on a personal level and educate me on what a nurse should and should not do.... That is something a textbook will not be able to teach me.”</p> <p><i>Major Theme 2 – Changing Personal, Professional and Educational Perspectives</i></p> <p>Nearly all of the students wrote about their personal, educational and professional transformations.</p> <p>“Your story was incredibly uplifting and inspiring and I sincerely felt privileged to read a story as powerful and true as yours.”</p> <p>“The book impacted me because it brought to my attention some of the reasons why I became interested in the field of nursing.”</p> <p><i>Major Theme 3 – Connecting to the Story on a Personal Level</i></p> <p>Discussion of personal tragedies, hospitalizations, illness.</p> <p>About two years ago, I lost my dad due to a fatal motorcycle accident. When my mom got that phone call, and watching her collapse to the floor, is a sight that will never leave my head. The only thing that saved me from that night was the nurse who took care of my dad. Having her comfort us and tell my family that he did not suffer made it seem like it was a blessing.</p>	<p>Literary pedagogy and reflection are useful tools in teaching nursing students across the curriculum.</p> <p>Books, narratives, stories, or blogs can be utilized in the classroom to engage students in the affective domain.</p> <p>Reflection promotes critical thinking.</p> <p>Patients’ stories can promote a deeper sense of compassion and empathy, leading to higher quality patient care.</p> <p>Future research includes having students read this book in the first year and again in the fourth year of the curriculum, measuring compassion to compare the two groups.</p> <p>(Dreifuerst, 2012; Ganzer and Zauderer, 2013; McMillan-Coddington, 2013; Parker and Myrick, 2010)</p>	
Review of Literature	<p>Students were required to answer the following questions in their reflection letters:</p> <p>How would you have treated Marcus if you were his nurse?</p> <p>Do you see yourself as Barb, RN or would you have a different approach?</p> <p>What do you think about his advice to nurses and other health care professionals?</p> <p>Discuss how the book impacted you in some way.</p>			
Method	<p>202 reflection letters were analyzed using thematic analysis.</p> <p>Trustworthiness of the study was maintained with an audit trail, bracketing, and a detailed description of the method and analysis, which was reviewed by an independent researcher.</p>	<th>Discussion</th> <td></td>	Discussion	
<p>Qualitative Descriptive</p> <p>Purpose: to understand first year nursing students' perceptions of compassionate care and the role of a nurse while caring for patients. A second purpose of this study was to explore how the use of literature in nursing education can transform nursing student learning about compassionate care.</p> <p>Research Question: How does using literature to teach first year nursing students about compassionate care transform their perceptions about compassionate care and the role of the nurse?</p> <p>IRB approval obtained from researcher’s university. Reflection letters from students utilized as pre-existing data; therefore, no informed consent obtained.</p>	<p>Transformative Learning Theory (Mezirow 1994, 1997, 2000) was linked to the data in this study.</p> <p>Students prior beliefs and values regarding the profession of nursing, patient care and education were transformed in a positive manner by reading Engel’s story.</p> <p>Critical reflection on their beliefs and values was key and guided the students’ metamorphosis.</p>	<th>References</th> <td><p>Curtis, K., Horton, K. & Smith, P. (2012). Student nurse socialisation in compassionate practice: A grounded theory study. <i>Nurse Education Today</i>, 32, 790-795.</p><p>Dreifuerst, K. (2012). Using debriefing for meaningful learning to foster development of clinical reasoning in simulation. <i>Journal of Nursing Education</i>, 51, (6), 326-333.</p><p>Ganzer, C. & Zauderer, C. (2013). Structured learning and self-reflection: Strategies to decrease anxiety in the psychiatric mental health clinical nursing experience. <i>Nursing Education Perspectives</i>, 34, (4), 244-247.</p><p>McMillan-Coddington, D. (2013). Reflection through journal writing to educate registered nursing students on patient care. <i>Teaching and Learning in Nursing</i>, 8, (2), 63-67.</p><p>Mezirow, J. (1994). Understanding transformation theory. <i>Adult Education Quarterly</i>, 44, (4), 222-232.</p><p>Mezirow, J. (1997). Transformative learning: Theory to practice. <i>New Directions for Adult and Continuing Education</i>, 74, 5-12.</p><p>Mezirow, J. (2000). <i>Learning as Transformation</i>. San Francisco, CA: Jossey-Bass, Inc.</p><p>Parker, B. & Myrick, F. (2010). Transformative learning as a context for human patient Simulation. <i>Journal of Nursing Education</i>, 49, (6), 326-332.</p><p>Sakalys, J. (2002). Literary pedagogy in nursing: A theory based perspective. <i>Journal of Nursing Education</i>, 41, (9), 386-392.</p></td>	References	<p>Curtis, K., Horton, K. & Smith, P. (2012). Student nurse socialisation in compassionate practice: A grounded theory study. <i>Nurse Education Today</i>, 32, 790-795.</p> <p>Dreifuerst, K. (2012). Using debriefing for meaningful learning to foster development of clinical reasoning in simulation. <i>Journal of Nursing Education</i>, 51, (6), 326-333.</p> <p>Ganzer, C. & Zauderer, C. (2013). Structured learning and self-reflection: Strategies to decrease anxiety in the psychiatric mental health clinical nursing experience. <i>Nursing Education Perspectives</i>, 34, (4), 244-247.</p> <p>McMillan-Coddington, D. (2013). Reflection through journal writing to educate registered nursing students on patient care. <i>Teaching and Learning in Nursing</i>, 8, (2), 63-67.</p> <p>Mezirow, J. (1994). Understanding transformation theory. <i>Adult Education Quarterly</i>, 44, (4), 222-232.</p> <p>Mezirow, J. (1997). Transformative learning: Theory to practice. <i>New Directions for Adult and Continuing Education</i>, 74, 5-12.</p> <p>Mezirow, J. (2000). <i>Learning as Transformation</i>. San Francisco, CA: Jossey-Bass, Inc.</p> <p>Parker, B. & Myrick, F. (2010). Transformative learning as a context for human patient Simulation. <i>Journal of Nursing Education</i>, 49, (6), 326-332.</p> <p>Sakalys, J. (2002). Literary pedagogy in nursing: A theory based perspective. <i>Journal of Nursing Education</i>, 41, (9), 386-392.</p>