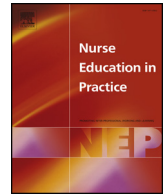




ELSEVIER

Contents lists available at ScienceDirect

Nurse Education in Practice

journal homepage: www.elsevier.com/locate/nepr

Original research

Lecturers' lived experiences of guiding reflective seminars during nursing education



Elisabeth Lindberg

Faculty of Caring Science, Work Life and Social Welfare, University of Borås, SE-501 90 Borås, Sweden

ARTICLE INFO

Keywords:
Education
Reflection
Caring
Lifeworld
Phenomenology

ABSTRACT

In the present study, reflective seminars were integrated during a three-year nursing programme in Sweden. The specific characteristics of the reflective seminars are built upon a foundation in lifeworld theory and caring science. As teaching in higher education demands an academic degree but not necessarily formal pedagogical education, lecturers involved in reflective seminars are often left without guidance concerning what constitutes a reflective learning activity in nursing education. The aim of the present study is to describe the lived experience of guiding reflective seminars during nursing education from the lecturers' perspective. Eight university lecturers were interviewed. To capture humans' lived experiences, the present study is imbued with the principles of reflective lifeworld research. The result indicates that the reflective seminar includes the need for activity, balance and safety, which is further developed through the following constituents: a foundation in caring science contributes to security; guiding the reflection requires continual vigilance; a lack of trust in oneself inhibits the ability to guide reflection and closeness to the students. In summary, the result indicates that guiding a reflective seminar is an exhausting mission in which the lecturer has to balance the moment according to a multifaceted level. Further development of mentoring and introduction to the assignment are needed.

1. Introduction

In nursing education, theory and practice are closely linked; in response, there has been an ongoing discussion about how to integrate aspects of theoretical knowledge with practical experiences and practical wisdom (Chan et al., 2012; Taylor, 2007). The current study is part of a larger research project in which caring science as a theoretical foundation is integrated through reflection seminars in a three-year nursing programme in Sweden. In previous studies, the students have explained that the way in which the seminar is guided and moderated by the lecturer is important for the degree to which the seminar contributes to improving their understanding in relation to caring science (Knutsson et al., 2018; Lindberg et al., 2018). However, little is known about the lecturers' experiences of guiding reflective seminars. Therefore, to deepen the perspective in this area, the current study focuses on the following phenomenon: Guiding reflective seminars during nursing education from the perspective of lecturers.

2. Background

2.1. Theoretical foundation

The reflective seminars were conducted according to the lifeworld

theory derived from the philosophy propounded by Husserl (1970/1936, 1973/1939) and Merleau-Ponty (2011/1945). Originally, Husserl (1970/1936, 1973/1939) introduced the lifeworld theory as an approach to examine the lived experiences of humans. The concept of 'lifeworld' is related to humans' everyday attitude, in which experiences are taken for granted in an unreflective state of being (Husserl, 1973/1939). According to Husserl, reflection contributes to making phenomena more explicit, which then enables the subject to analyse them instead of taking them for granted. Through Merleau-Ponty's (2011/1945) description of the 'lived body', Husserl's lifeworld theory was further developed. As a 'lived body', a human being's existence in the world is seen as an integrated whole in which no dividing line separates the body and soul.

Reflection is important in the process of integrating theory with practice, but for a learning activity to become reflective, the person in the lead needs to be at ease with the fundamental principles of reflection (Ekebergh, 2007, 2009). In the present study, lifeworld theory constitutes the ground for both caring and learning. This common ground derives from previous works done by Ekebergh, and highlights the importance of the lifeworld as a starting point for both caring and learning (Ekebergh, 2007, 2009). Simultaneously, the tradition of caring science, which underpins the present project, derives from an intertwining foundation in which existence and biology are inseparable

E-mail address: elisabeth.lindberg@hb.se.

<https://doi.org/10.1016/j.nepr.2018.06.005>

Received 17 March 2017; Received in revised form 28 May 2018; Accepted 10 June 2018
1471-5953/ © 2018 Elsevier Ltd. All rights reserved.

in human life (Arman et al., 2015; Dahlberg et al., 2009; Eriksson, 2002, 2007; Galvin and Todres, 2013).

2.2. Teaching in higher education

Teaching in higher education demands a broad variety of knowledge and skills and includes a variety of aspects in which seminars are a common teaching form. Seminars can have different characters and aims to encourage students to communicate more readily than in, for example, lectures, where more people are present. The seminar also has the advantage not only of facilitating the transformation of knowledge, but also considers the need to work with the content at hand. To facilitate a seminar is complex and includes a range of skills, such as: monitoring progress, managing time, dealing with group dynamics and possessing communication skills (Exley and Dennick, 2004). In Sweden, a majority of lecturers in nursing education are nurses with a master of science or a doctoral degree. Teaching at the university level in Sweden does not demand formal pedagogical education, except for a 15 credit course in Teaching and Learning in Higher Education. Boyd (2010) describes the first time as a lecturer in higher education as an almost overwhelming period with high demands on teaching and a tension between supporting students and having possibilities for self-development as a lecturer.

The seminars in the present study are conducted with a focus on reflection in order to support the students to intertwine theory, practice and lived experiences. As noted in the literature, if theory and practice are to be successfully integrated through reflection, a range of prerequisites is involved, such as: a supportive environment, openness towards individual differences and a supportive mentor (Mann et al., 2009). There is also a need for a reflective attitude in which the lecturer's competences are developed (Nevgi and Löfström, 2015) and supported (Coward, 2011). Previous research highlights the need for further studies in which reflection is derived from a theoretical ground (Coward, 2011; Miraglia and Asselin, 2015).

The reflective seminars that are the focus of this study took place on a regular basis during the education. The content of each seminar was in accordance with the curriculum and the focus could vary from caring and nursing science to experiences from clinical practice. For example: During the first term, the focus was on seminars in relation to health, suffering and well-being. During the second term, the focus was on basic needs and care at the end of life. Of importance is the process of progression, which indicates that the complexity of the seminars develops. Therefore, the seminars in the third and fourth terms also included, for example, pharmacology and medical science. The last year of education included seminars in relation to clinical placements in hospitals as well as municipal health care. Even if the focus varies, the students' lived experiences and caring science are intertwined in the seminars. Participating in the seminar was mandatory, which implies a requirement for the lecturer to assess the students.

The reflection groups included a lecturer and eight to ten students. Previous studies in the projects indicated that the reflective seminars support the students in their development of a reflective attitude, as well as support them in adapting values important for caring science, such as a holistic patient perspective and an understanding of what constitutes health and well-being from an individual perspective. But these studies also highlight important areas for development, which in part are related to how the seminars are guided by the lecturer (Knutsson et al., 2018; Lindberg et al., 2018).

Reflection can support nursing students to understand the art of caring, but for a teaching activity to become reflective it has to be performed with self-awareness. Previous research highlights the need for a theoretical ground in reflection, as well as the need for lecturers to develop their competence for the purpose of supporting students in reflective processes. As teaching in higher education in Sweden demands an academic degree, but not necessarily formal pedagogical education, lecturers involved in reflective seminars are often left

without guidance concerning what constitutes a reflective learning activity in nursing education. To facilitate a reflective seminar is a complex assignment demanding great skills and knowledge and this research seeks to contribute to highlighting areas for improvement and development.

2.3. Aim of the study

The aim is to describe the lived experience of guiding reflective seminars during nursing education from the lecturers' perspective.

3. Methods

To capture humans' lived experiences, the present study is informed by the principles of reflective lifeworld research (RLR) as described by Dahlberg et al. (2008). The aim of RLR is to increase the understanding of the human experience by reflecting upon things that are taken for granted and by illuminating the implicit and tacit dimensions of the lifeworld (Dahlberg et al., 2008). RLR was developed over time, and it is used in a broad range of fields, including research studies focusing on nurse education (Holst et al., 2017), elderly care (Van Wijngaarden et al., 2015) and ambulance care (Barrientos and Holmberg, 2018).

3.1. Data-generating procedures

The interviews as well as the data analysis have been carried out with openness and a reflective attitude in order to allow the phenomenon under study to be revealed. As a researcher, it is of importance to take a reflective attitude during the entire process. Eight lecturers were interviewed, six women and two men. The informants had experiences of leading reflective seminars during nursing education. However, their experiences differed according to which part of the education and to what extent they had experienced the role of leading reflective seminars.

The interviews were conducted at the university where the lecturer worked and lasted approximately for 1 h. Initially the informants were asked to speak freely about their experiences of leading reflective seminars. In order to capture the essence of the phenomenon, follow-up questions were asked. The informants were also encouraged to give examples in order to illuminate their experiences.

3.2. Data analysis

The data analysis in this study follows the principles of RLR (Dahlberg et al., 2008). Throughout the entire research process openness is important; in this way, preconceptions can be challenged and a new understanding of the phenomenon can emerge (Dahlberg et al., 2008; Van Wijngaarden et al., 2017). The analysis is also guided by the ongoing interplay between the whole and the parts (Dahlberg et al., 2008).

The interviews were transcribed verbatim. Then, the data analysis began, which was an ongoing process. The analysis started with a careful reading of the text. During the reading, questions were asked such as: what is the explicit and underlying meaning in the text in relation to experiences of guiding reflective seminars during nursing education? The reading slowly transformed into a process in which the researcher interacted with the text to search for meanings; this process is always guided by the phenomenon. The text was divided into parts, known as "meaning units", to identify the meanings related to the phenomenon. Meanings can consist of a phrase or a sentence that enable the researcher to understand with how the nuances of the phenomenon are expressed. Through the process of searching for meaning and relating those meanings to each other, preliminary patterns (clusters) were created. All the clusters were then related to each other so that the essential meaning of the phenomenon in focus could be described. In RLR, the essence is described as the most invariant

Download English Version:

<https://daneshyari.com/en/article/6846208>

Download Persian Version:

<https://daneshyari.com/article/6846208>

[Daneshyari.com](https://daneshyari.com)