



Reflective seminars grounded in caring science and lifeworld theory – A phenomenological study from the perspective of nursing students[☆]

Elisabeth Lindberg^{a,*}, Pernilla Karlsson^a, Susanne Knutsson^b

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

^b Department of Nursing, School of Health and Welfare, CHILD research Group, Jönköping University, PO Box 1026, S-551 11 Jönköping, Sweden

ARTICLE INFO

Keywords:

Learning
Nursing
Education
Reflection
Caring science

ABSTRACT

Background: Creative strategies are needed in nurse education to integrate theory, practice and lived experiences. Towards that end, reflective seminars, conducted in congruence with reflective lifeworld theory and caring science, were implemented during a three-year nursing programme. The reflection seminars took place during the theoretical parts of education and the clinical placements. Each reflection group consisted of six to nine students, and the seminars were led by a lecturer from the university.

Objectives: This article aims to describe the experiences of learning about caring science by participating in reflective seminars that were integrated into courses during a three-year nursing education programme.

Design: A phenomenological approach was used, and qualitative group interviews were conducted.

Setting: The study was conducted at a university in southern Sweden.

Participants: Twenty three students, 19 women and four men, volunteered to participate. All participants were at the end of a three-year nurse education programme. Data were collected through four group interviews with five to seven participants in each group.

Methods: This study used a reflective lifeworld research approach based on phenomenological philosophy

Results: The findings reveal that nursing students experience reflective seminars as being valuable for their professional development. The result is described in more detail via four meaning units: An obtained awareness of the value of reflection in clinical practice; Reflection contributes to an approach of thoughtfulness; Caring science has become second nature, and Reflection as a strength and a challenge at the threshold of a profession.

Conclusions: This study contributes to the understanding of reflective seminars grounded in lifeworld theory as a didactic strategy that enables students to increase their knowledge of caring science and develop their reflective skills.

1. Introduction

Educating competent and reflective nurses demands creative didactic strategies that integrate theory, practice and lived experience (Lilja Andersson and Edberg, 2012; Ekebergh, 2007). Acquisition of a caring attitude, in which the patient's perspective is central, is essential to the process of becoming a nurse (Ekebergh, 2007). Reflection, which is also highly valuable (Ekebergh, 2011; Knutsson et al., 2015), contributes to an awareness of caring values in an ongoing progression. This article aims to describe nursing students' experiences of learning about caring science by participating in reflective seminars that were integrated into courses during a three-year nurse education programme.

2. Background

In nurse education, alternatives to traditional lectures, such as higher education seminars (Öberg, 2015), simulations (e.g. Sundler et al., 2015) and flipped classrooms (e.g. Presti, 2016), are needed. Regardless of the strategy used, students have claimed that a meaningful learning activity must focus on the patient as well as support students' self-development (Knutsson et al., 2015; Lilja Andersson and Edberg, 2012; Westin et al., 2015).

Through reflection, theory and practice can be interwoven with the students' lived experiences. Reflection can be supported in a dialogue with, for example, a supervisor during clinical placements, but it can also be supported in seminars (Ekebergh, 2007). Further research

[☆] We want to thank the students who contributed with their experiences to the study and made it feasible. We also want to thank Christina Olofsson and Kerstin Dagborn for their valuable contribution.

* Corresponding author.

E-mail addresses: Elisabeth.Lindberg@hb.se (E. Lindberg), pernilla.karlsson@hb.se (P. Karlsson), susanne.knutsson@ju.se (S. Knutsson).

concerning the use of theory as a part of the reflective process is needed (Bulman et al., 2012), and the present study contributes to that by describing nursing students' experiences of reflection seminars grounded in lifeworld theory. Previous research has contributed to emphasising lifeworld theory in nurse education (Ekebergh, 2007, 2011; Hörberg et al., 2011), as well as how lifeworld theory can contribute to clinical practice and supervision (Eskilsson et al., 2014, 2015; Holst and Hörberg, 2012, 2013). While the reflective seminars utilised in this present study are in line with these previous studies, they were implemented throughout a three-year nursing programme, so reflection skills and caring science theory had to be progressively integrated.

Lifeworld theory was introduced by Husserl (1970/1936, 1973/1939) as a way to examine the lived experiences of humans. Merleau-Ponty (2011/1945) further developed Husserl's lifeworld theory and clarified a human being's existence in the world as a lived body, an integrated whole where no dividing line separates the body and soul. According to Husserl (1973/1939), the lifeworld relates to the everyday attitudes that humans hold. In daily life, humans take what they experience for granted and their natural inclination is to be unreflective. As Husserl (1970/1936, 1973/1939) notes, the lifeworld can be problematized through reflection. Reflection contributes to making phenomena more explicit which then enables them to be analysed instead of taken for granted.

Through concepts, such as health, well-being, suffering and caring relations, caring science with a lifeworld perspective can contribute to expanding understanding of how a situation is perceived from the perspective of an individual patient (Arman et al., 2015; Galvin and Todres, 2013). Initially, during nurse education it can be difficult for students to understand the patients' perspective as not all students have experience interacting with human suffering and vulnerability; therefore, an ongoing progression in which a student is given the opportunity to develop this understanding in relation to caring science through reflection is valuable.

2.1. Reflective Seminar

In this study, each reflection group consisted of six to nine students, and each seminar was led by a lecturer from the university. The seminars were mandatory and in line with the curriculum; the content focused on caring science concepts (health, well-being, suffering), the patients' narratives and the students' experiences from clinical practice. In comparison to a seminar in which students primarily are expected to answer questions posed by the teacher, students were encouraged to ask their own questions and share their thoughts in relation to the seminar's aims. To accomplish that, the students had to prepare for the seminar using the instructions provided. Examples of the reflective seminar's aims, themes and preparation requirements are presented in Table 1.

In line with earlier research, it is important to provide clear guidelines for a seminar; otherwise, students can feel unsafe and less

motivated to participate. The lecturer leading the seminar plays an important role in posing questions, making sure there is space for everyone that is present and creating a safe environment (Knutsson et al., 2015; Regan, 2003).

Learning about caring science is a complex process, which requires didactic strategies that take theoretical and practical knowledge and lived experiences into consideration (Ekebergh, 2007). In the present project, the reflective seminars were implemented during a three-year nursing programme in which the substance of caring science and the development of reflection skills had to be progressively integrated. As such, it recognised that the perspectives of nursing students might offer important insights into the value of reflective seminars as a way to intertwine theory, practice and lived experiences. Therefore, this study aimed to describe nursing students' experiences of learning caring science concepts by participating in reflective seminars that were integrated into courses during a three-year nursing education programme.

3. Method

The study has a descriptive design that is based on the theoretical framework grounded in lifeworld phenomenology and caring science. The research process was guided by the phenomenological approach of reflective lifeworld research (RLR) founded on the phenomenological philosophies derived from Husserl and Merleau-Ponty (Dahlberg et al., 2008). This study used an open design rather than a fixed method; its aim is to describe the meanings and patterns of phenomena in everyday life (Dahlberg et al., 2008). In this paper, the phenomenon is *reflection seminars grounded in the lifeworld perspective as support for learning caring science concepts during a three-year nursing education programme*.

3.1. Setting and Participants

The interviews took place at a university in southern Sweden, and they were performed during the last weeks of a three-year nursing programme. After the students had finished their last clinical placement, they were asked if they wanted to participate in a group interview. The students that were interested received further information about the study. The inclusion criterion was that the students should have participated in reflective seminars as part of their educational experience.

3.2. Data Collection

Four group interviews were conducted, each consisting of five to seven participants (Table 2). The group interview format was chosen because of its potential to create narratives about a specific phenomenon and to achieve meaning with depth and diversity (Benner, 1994). Twenty-three students (19 women and four men) participated. The

Table 1
Examples of reflective seminar's aims, themes and preparation requirements.

Term	Aim and theme of the reflective seminars	Preparation requirements
1	Four seminars with the aim of introducing the history of ideas; the history of nursing; reflection as a tool in education; and concepts in relation to caring science.	Academic studies related to the topic at hand, and one film.
2	Three seminars focusing on basic needs and care at the end of life. A discussion of reflection in relation to clinical placement.	Academic studies related to the topic at hand, and one film. A five-week clinical placement
3	Two seminars in which knowledge from the field of caring science, pharmacology and medical science are integrated.	Academic studies related to the topic at hand.
4	Seminars that focus on somatic care and psychiatric care.	Academic studies related to the topic at hand. A nine-week clinical placement in somatic care and a five-week clinical placement in psychiatric care.
5	A seminar that focuses on the development of care skills and concepts of caring.	A three-week clinical placement in municipal health care.
6	Seminars (taking place during and/or after the last clinical placement) with the aim of integrating knowledge from the nursing education program as well as preparing for the forthcoming profession.	A clinical placement completed during 10 working shifts.

Download English Version:

<https://daneshyari.com/en/article/6847220>

Download Persian Version:

<https://daneshyari.com/article/6847220>

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