
Research Progress of Narrative Education Applied to Clinical Nursing Education

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Abstract: This paper introduces the concept, connotation and characteristics of narrative education and the effect of narrative education applied in clinical nursing. It promotes clinical teachers to strengthen their own learning, improve their professional quality, enrich diversified teaching forms, effectively cultivate students' humanistic care and empathy ability, and establish correct professional moral values.

Keywords: Narrative education; Clinical nursing education; The research progress

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1. Introduction

With the rapid development of medical technology, medical staff pay more attention to digital medicine, evidence-based medicine and symptomatology, etc. Their ability to perceive and understand the plight of patients, sympathize with patients, be honest and brave to face the disease together with patients seems to be neglected^[1,2]. At present, clinical nursing education in China still focuses on the cultivation of basic theoretical knowledge and practical ability, and the humanistic care such as empathy experience in the healing process is an urgent problem to be solved. Due to the lack of humanistic nursing, the medical profession in China is facing severe challenges in terms of public trust, highlighting the tense doctor-patient relationship and increasing incidents of violent injury to doctors^[3]. Guo Yujie^[4] believes that only by understanding other people's suffering stories can we think about how to cure their suffering. Therefore, narrative nursing education has gradually become a new research hotspot in the field of clinical nursing education. This article reviews the research progress of narrative education in clinical nursing education as follows:

2. Concept and Connotation of Narrative Education

2.1 The Concept of Narrative Education

Narrative, or narrating things, is when the narrator recounts his or her own or other people's experiences or stories, so it is evident that narrative is everywhere^[5].

Narrative education is to narrate, interpret and recon-

struct the stories and experiences of educators and students to achieve educational and research purposes^[6].

2.2 The Connotation of Narrative Education

In the early 1990s, Diekelman, an American nursing educationalist^[6,7] first to introduce the method of narrative education to nursing education, think the narrative is a teacher education through collecting the material, guide students to analysis to explain and understand the connotation of the story, through mutual discussion, the form of communication, develop the students' ability of compassion, caring and critical thinking ability, a teaching method, so as to attain the goal of education is the innovation of nursing education reform. In 2013, the concept and practice of narrative nursing were introduced into China, and an exploratory study of narrative nursing was carried out^[8]. As a new teaching method in the field of nursing humanistic education, it helps students to deepen their understanding and experience of care by creating real situations with narrative materials, so as to promote the improvement of humanistic care ability^[9]. Through the review of relevant literature, the author believes that the connotation of narrative nursing education is: a combining professional theoretical knowledge and the humanistic spirit of the new teaching method, the patients after illness of fear, anxiety, helpless vacant and rehabilitation obstacles until open-minded to accept emotions pour out the details of the real material, the teachers and students

learn together, in the process of refining disease suffering from mental and emotional experience, refactoring disease the meaning of the story, found the nursing main points of common, to carry out targeted nursing intervention for patients, so as to improve the emotional direction of patients, improve work efficiency, and harmonious nurse-patient relationship.

3. The Characteristics of Narrative Education

Narrative is not only an educational research method, but also a teaching method^[10]. Narrative education is built on phenomenology, interpretation, science, feminism, postmodernism, pragmatism, critical social theory and other philosophical frameworks^[11].

It can be stories learned from reading or talking to people, or it can be one's own experience. The object of study in narrative education is the collected material, which can also be used as a medium for research on other nursing education. In the process of narrative education, stories, diaries and experiences are used to inspire others and improve themselves, which is also a process of accumulating experience and self-reflection. On this basis, continuous innovation is carried out to promote the development of narrative education^[12].

Narrative education creates a teaching environment of mutual trust and cooperation for nursing teaching model. Through the analysis and reconstruction of narrative data, it is transmitted to nursing students to achieve the teaching purpose. Narrative education is derived from life, and it is mainly through life to bring the relationship between teachers and students closer, and then create a good and equal relationship between teachers and students. In the process of narrative education, it is necessary to abide by certain basic principles, such as phenomenology and hermeneutics, so as to reveal the story behind the narrative story and understand the corresponding technology and rational truth.

Narrative education pays attention to practice and emphasizes learning by doing. In terms of the practicality of courses, only those courses requiring practice and those with strong practicality are suitable for narrative education^[13]. In clinical practice teaching of nursing, the use of narrative education can not only make students understand narrative materials in the process of learning, but also master the most real meaning from narrative materials, so as to enrich teaching theories and achieve the purpose of improving the quality of teaching^[14].

4. The Teaching Method of Narrative Education

4.1 Fine Reading

Clinical nursing education is an important plastic stage

in the development of nursing students to nurse practitioners. The core of narrative education is to achieve the purpose of education through the form of art, film and literature, telling stories and recording reflective diaries, which is an important process of clinical teaching for teachers and learning for nursing students^[15,16]. Charon^[17] also proved that through certain forms of narrative education methods, including fine reading, art, film literature, and communication with patients, can significantly improve the humanistic care ability of clinical nursing students to patients. At the same time, five elements of fine reading were put forward^[18]: structure, form, time, scene, requirements, clear the gist and goal of fine reading. Nursing students by teachers organization together to watch and read praised the feelings have noble professional ethics and human care of movies or literary works, and discussion, to stimulate the student strong professional confidence, at the same time, the teacher selected typical cases of real material to share with students, through the narrative VAT special unforgettable experience, situation, improve the enthusiasm of nursing students take the initiative to communicate with patients, learning through practice.

4.2 Reflective Writing

According to Kerr^[19], reflective writing in medical education is "reflective writing about one's own experiences for the purpose of self-awareness and/or professional growth" and argues that reflective writing has the potential to change behavior. Reflective writing can enable nursing students to actively evaluate and share their own experiences, and express their inner experience. On the basis of clinical practice and situational teaching, teachers guide nursing students to reflect on themselves and feel the true meaning of care^[20]. Encourage students in the process of clinical practice, nursing patients themselves, the process of the special events, and severe or questionable nursing experience of clinical teaching of the teacher's work mode and so on, through the form of a diary record, teachers filtered focuses common problems account for many times, make with the problems in the process of clinical practice of nursing students to reflect on comprehension, gradually improve their communication skills.

5. Effect of Narrative Education in Clinical Nursing Education

5.1 It is Helpful to Improve the Professional Quality of Teachers

Narrative education made a certain teaching effect in clinical nursing education, change the teacher's teaching mode, to carry out the narrative nursing teaching need

teachers in advance to prepare material, design and arrangement of the narrative mode, narrative environment, poses challenges to teacher's ability, promoting the clinical teachers to strengthen their own learning, as well as teaching provides a platform to show them. Clinical nursing educators can reproduce the events they experienced and communicate with nursing students face to face, which can not only play the humanistic charm of these stories, draw into the distance between practice and theory, but also stimulate the inner emotion of nurses^[21]. To make the boring and awkward theoretical knowledge easier for students to master, effectively improve students' humanistic care, empathy ability, empathy perception, and establish correct professional values, ethics and identity has a positive role^[22-24]. Narrative nursing teaching provides teachers with new teaching ideas, enriches teaching experience, improves teaching level, exercises scientific research ability, and then makes teachers' ability to comprehensively improve^[25,26].

5.2 Diversified Teaching Forms Help Improve Students' Interest in Learning

The traditional teaching form is mainly based on the teacher's preaching, which is simple and only pays attention to the teaching results but ignores the teaching effect. The diversification of clinical nursing education forms is conducive to improving the teaching effect. For nursing students, narrative education can attract the attention of nursing students. To train nursing students to solve problems, share their experiences and understand their own lives^[27]. A number of studies have shown that narrative nursing teaching through rich classroom forms, active classroom atmosphere, focus on teaching experience, conducive to stimulate students' awareness of actively seeking knowledge, so as to improve students' learning interest and enthusiasm^[28-30].

5.3 Helps to Improve the Professional Quality of Students

Kirkpatrick^[31] mentioned the application of literary narrative education in undergraduate geriatric course teaching, and believed that narrative education can improve undergraduate students' learning and problem-solving ability and promote the personal growth of nursing students. Margaret^[32] applying narrative education to the nursing curriculum at an Australian university, it was argued that narrative education could enhance the professional knowledge of nursing students and increase their cultural awareness and sensitivity. The traditional teaching model often exists the disconnection between the foundation and the clinic, and the separation between the theory and the practice. Studies have shown that^[9,14]

narrative nursing teaching provides teachers with a new teaching concept, broadens the way for teachers to transfer knowledge, helps to strengthen students' understanding and memory of theoretical knowledge, and improves the level of practical skills.

5.4 It is Helpful to Improve Students' Humanistic Quality

The cultivation of humanistic quality only depends on empty preaching, and narrative education pays more attention to detailed description in each teaching link, so that nursing students can experience the intention expressed by the educator in the teaching process, which requires teachers and nursing students to work together in the process of patients or nursing. To achieve a common understanding of the meaning of narrative nursing teaching, a variety of application forms help students to dig deeper into the inner experience of patients, experience the pain of patients, empathy, it has become a good way to cultivate nursing students humanistic cultivation with its own unique mechanism and operation form^[21].

To sum up, the narrative education as a new education method in clinical nursing education has a great application prospect, change the traditional way of lecturing, adopt the diversity of narrative education, arouse the enthusiasm of nursing students active learning and can quickly enter the role, humanism, cognitive ability of nursing students and the improvement of professional quality has a significant effect. The research of narrative education in clinical nursing education in China is relatively few, and the content of narrative nursing materials is not sufficient and systematic enough. It is urgent to actively carry out research and application in this aspect to improve the level of clinical nursing education.

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