



An Organic, Evidence Based, Transformative Model of Teaching/Learning Nursing

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Nursing Situation: Exemplar

A 9 year child with diabetes was referred to the school nurse for being tardy 44 days. The nurse reviewed diabetes care with the child. He had unstable blood sugars ranging from 36 to 268. She consulted with the child, family and healthcare provider. She encouraged the child to take ownership of his diabetes, self administer insulin and keep a food diary. After many hours of care, the mother said her son was managing his diabetes, felt good about himself and being in school where he had support of the school nurse. And he stopped coming to school late.

Buried in this ordinary exemplar of the day-to-day practice of school nursing is the extraordinary knowledge needed to care for this student.

- **Empirical Knowing:** All that is known re diabetes disease process, signs and symptoms, treatment; growth and development; family theory; roles and standards of school nursing practice, theoretical models of practice; school district or health department policies and procedures, nurse practice act.
- **Ethical Knowing:** Codes of ethical practice; confidentiality; and rights to privacy.
- **Personal Knowing:** Knowing self as a compassionate, competent nurse who builds trusting relationships with students.
- **Sociopolitical Knowing:** What is the context of the students life: where does he live, who does he live with, does he have health insurance, is healthy food available for him, what are his family's food preferences and health beliefs regarding diabetes and care?
- **Aesthetic Knowing:** What are unique expressions of caring by school nurses; what expressions of self care could the child be encouraged to undertake, keeping a journal, writing poems, drawing pictures or taking photos of him and his caring.
- **Spiritual Knowing:** What can I know about his spiritual life to help me understand: Health beliefs, customs, spiritual supports?
- **Unknowning:** How did I convey being authentically present? What matters most to this student and family?
- **Emancipatory Knowing:** How can I advocate for this student? Are there policies and resources in place that are barriers to his care and learning?
- **Aesthetic Knowing:** What are unique expression of caring by school nurses; what expressions of self care could the child be encouraged to undertake?

Background

Nursing scholars and national organizations have called for new innovative approaches to teach the discipline and professional practice of nursing. This calls for a paradigm shift to reignite an interpretative approach to learning nursing through nursing situations as "the knowledge of nursing resides in nursing situations..."² (p. 42)

A nursing situation is described as the "...co-created lived experience in which the caring between nurses and persons nursed enhance well-being".¹

Through nursing situations, the student is able to uncover the knowledge, skills and practices most relevant to the real-life day-to-day practice of nursing.

Barry, Gordon, & King Framework

Evidence based framework developed to guide teaching and learning through nursing situations.

- Based on the assumption nursing is a discipline and professional practice grounded in caring.
- Involves identification and exploration of caring between the nurse and the one nursed through the study of nursing situations.
- Examines multiple ways of knowing to explore the meaning and practices of nursing by weaving together clinical and classroom experiences to assist the student in making the connection between theory, research and practice.

Suggested Learning Activities

Reflective Journaling

- To gain a greater understanding of self as a caring person and nurse.

Aesthetic Re-presentations

- Used to transform a nursing situation from words to an art form.

What was the Caring Between the Nurse And the One Nursed

- Was a call for compassion heard?
- How did you exhibit commitment to your student?
- How did you demonstrate competence?
- How was your care guided by your conscience ?
- What happened between you and the one nursed?
- Which caring ingredient(s) Guide your nursing practice?
- Is humility guiding my openness to know the one nursed?
- What was learned from the one nursed?

Calls and Responses

Using the ways of knowing, how can we come to understand the calls for nursing?

- Ways of knowing include personal, empirical, sociopolitical, spiritual, unknowing, emancipatory, and aesthetic.^{3, 4, 5, 6}

What are the calls for nursing?

- Unique calls arise from engagement with and understanding of the one nursed coupled with the broad knowledge of the nurse.

What are the responses to the calls for nursing present in the situation?

- Based on the thoughtful intention and knowledge of the nurse.

What was the outcome of the response?

- Changes in response to nursing care defined within a selected theoretical perspective.

How did the study of this nursing situation enhance your knowledge of nursing?

- Nursing expertise is developed through intension, experience, study, and reflection on nursing situations.