

The Application of Narrative Education in Developing Professional Attitudes of Undergraduate Nursing Students

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Abstract: Objective: To analyze the application of narrative education in developing professional attitudes of undergraduate nursing students. METHODS: In the study, 120 undergraduate nursing students were selected and divided into a control group and an observation group, and the control group students were educated in a conventional way while the observation group students were educated in a narrative way. Results: Compared with the two groups, the students in the observation group had higher scores on professional attitudes and higher theoretical knowledge than the control group. Conclusion: Narrative education for undergraduate nursing students is beneficial to the development of students' attitudes toward their careers, and it can also improve students' ability and speed of learning.

With the advancement of medicine, the demand for practitioners is also increasing, and compared to doctors, the demand for nursing staff in various hospitals is a bit more. However, in recent years, as the scale of medical education has increased, hospitals have become more stringent in their recruitment of nurses in terms of education and ability. In order to produce nursing staff more suitable for hospitals, schools need to make appropriate changes to their previous teaching methods in the process of school learning, so that nursing undergraduates can go to work faster after graduation. Narrative education method is a relatively common method in nursing teaching, mainly through the narration of some stories and experiences that occur more commonly in the nursing process, so that students can better understand the profound meaning behind their phenomena [1-2]. For nursing, the professional attitude of nursing staff is very important in the process of work. In the course of this paper, the study was conducted mainly for undergraduate nursing students, and its specific research is mainly shown as follows.

1. Materials and Methods

1.1. General Information

In the course of this study, the subjects selected for the study were third-year nursing

undergraduates, who already had some theoretical knowledge of nursing after their studies, and their 120 students were divided into two groups, with 60 students in the control group, who were taught in a conventional way, and 60 students in the observation group, who were taught in a narrative education method. There was no difference between the two groups of students in terms of teaching materials and faculty, so that the accuracy of the whole data could be ensured.

1.2. Methods

1.2.1. Control Group

Students in the control group were mainly taught in the conventional mode. In the teaching process, teachers were required to deliver the theoretical courses according to their previously formulated plans, followed by detailed explanations of the main knowledge points involved in the teaching objectives, and the questions raised by students could be answered in class and regular examinations were conducted.

1.2.2. Observation Group

For the observation group students, the main model of narrative education is to select narrative materials - present narrative materials - start discussion - record diary - narrate reflection on practice. Before teaching, you need to collect relevant narrative materials, and in the process of collecting them, you must focus on some stories related to professional attitudes, in order to play a better role as a model. For example, you can choose an old nurse who is very ethical and popular in the area to tell us about her experience. In the process of narrating, teachers can show these materials through some videos, pictures, etc. Because there are many things that students do not personally experience, they will not get more resonance from the words, but pictures and images will make students more empathetic. After the students read these materials, they may have some different feelings, and at this time they can start a discussion, mainly by the teacher to ask questions, students think about it, and then express their own views, and can narrate some of the attitudes, emotions and concepts of the tasks in the materials for deeper exploration, so that students can feel more about the profession of nursing is not easy, for the This will give students a greater sense of how difficult the profession of nursing is and a higher level of recognition of the profession [3]. After the discussion, students need to take notes in class. In the process of taking notes themselves, students may have new feelings and experiences, and may have some new ideas in the process of recording, so students need to practice and reflect on what they have learned. Teachers can establish some QQ and WeChat groups, so that students can post their records in the groups, and then students and teachers can communicate with each other in the groups, and we can learn from each other.

1.3. Observed Indicators

- (1) Scores on the scale of professional attitudes.
- (2) Scores on theoretical knowledge of nursing.

1.4. Statistical Methods

In the process of the study, the student data were analyzed using SPSS22.0 statistical software, and the measurement data were expressed as mean±standard deviation ('x±s), and t-test was used for comparison between two groups; the difference was considered statistically significant at P<0.05

2. Results

2.1. Scores on the Scale of Professional Attitudes

Both groups of students filled out the career attitude scale and observed the scores of both groups as shown in Table 1 below:

Table 1: Scores on the career attitude scale for both groups of students

Group	Pre-education	Post-education
Observation group(n=60)	5.11±1.24	5.87±0.84
Control group(n=60)	5.14±0.85	5.16±0.75
t		4.705
P		0.000

2.2. Score of Nursing Theory Knowledge

Both groups of students took a theoretical knowledge exam after the exam and found that the students in the observation group scored 80.65 ± 2.65 points in theoretical knowledge and the students in the control group scored 74.59 ± 2.75 points in theoretical knowledge, which shows that the students in the control group scored less than the observation group in theoretical knowledge

3. Conclusions

3.1. The Meaning of Narrative Education

Narrative education first emerged in the 1990s when Diekelmann used it to teach students at all levels, giving both students and teachers a different understanding of nursing education. Since then, narrative education methods have been widely used. Narrative education is a way to show students the real stories that happened and to show them in the process of teaching, so that they can have a deeper understanding of clinical work. In the process of narrative education, students will have a more concrete and deeper understanding of abstract concepts, and in the process, they will be able to build their own value system.

In the process of teaching, narrative education is widely used in the teaching process, and it is needed in many places, and its can help students to sort out their ability and improve their thinking ability, so that they can better connect with the content of the nursing course they are studying [4].

Compared with many foreign education methods, the application of narrative education in nursing teaching in China is not much, and it is in a kind of exploration stage. In the process of application, some foreign experiences are constantly borrowed and combined with the specific situation in China, some special cultural backgrounds and characteristics of China and nursing disciplines are more effectively integrated, so as to constitute a more appropriate education with our nursing teaching mode. After continuous experimentation and development, we can see that the narrative education method has gradually achieved better results.

3.2. The Impact of Narrative Education on Career Attitudes

(1) Transforming student learning attitudes

Many students do not have a deep understanding and appreciation of learning and may not appreciate the true meaning of nursing without actually doing a practicum. For nursing undergraduates, in the four years of university study, the first three years of study can just focus on

theoretical knowledge, but the last year, as the bridging between study and work, needs to have a real understanding of nursing. Therefore, in the process of teaching, it is necessary to make senior students correct their learning attitude, truly recognize the value of nursing and establish a correct professional outlook. In the narrative education method, students will have some empathy by learning about real-life events. This will gradually lead students to develop the habit of active learning and to discover as much as possible the value of nursing knowledge for the whole society and to have a stronger sense of identification with the profession. In the process of narrative education, students are mainly allowed to learn on their own, and in this process, they will continue to be recognized by everyone and, therefore, can learn more actively and develop a greater sense of identification with the profession [5].

(2) Bridging the gap between education and the clinic

In the traditional teaching process, it is difficult for students to have the opportunity to have close contact with some clinical applications in the process of learning nursing, and generally focus more on theoretical knowledge. Clinicals are a big challenge for students, who have less exposure to clinicals under the constraints of school resources and environment, so when they actually go into the workplace, it is difficult to accept the work for a while, resulting in a certain understanding bias towards the profession of nursing. As a result, there will be some negative attitudes in their professional attitudes during the internship, which is not conducive to the students staying in the workplace all the time. Using the method of narrative education, clinical resources can be tapped as much as possible, and students can ask some experienced nurse leaders to give lectures to students and tell some expert stories to them, which can compensate for their existence. In this process, a diverse team of mentors is used, with faculty from the institution serving as mentors and clinical nursing experts serving as role model mentors. This will act as a role model to some extent and clinical knowledge will be more involved [6].

(3) Enhance professional responsibility

In the process of narrative education, it is necessary to invite some professionals in the industry to come and share their experiences and methods with the students, and also to play some games and activities with the students, in this process, the students will gain more positive career emotions, and in the process of communication with experts, the mentors can give the students more opportunities to promote the formation of social workplace relationships, these These role model mentors will be a source of knowledge and strength for their future work.

Students walk into the actual workplace after graduation, which is directly connected to the society, and without any adaptation process in between, students may have bad experiences, so in this process, students are pushed into the socialization process by encouraging peer learning, and through cooperation and sharing, students not only learn the professional qualities of the role model mentors themselves, but also pass them on to more nursing students, from the story transformed from story takers to story transmitters, further enhancing their sense of professional responsibility [7].

In the course of this study, 120 undergraduate nursing students were selected and divided into a control group and an observation group, with the control group students using conventional education and the observation group students using narrative education. After the study, it was found that the students in the observation group scored higher than the control group in terms of professional attitude and their theoretical knowledge compared to the two groups. It can be seen that the use of narrative education is more beneficial for the students' development.

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