Co-constructing experiences in nursing education: A conversation on relationality

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Relational Practices in Health and Healthcare: Healing through Collaboration

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Session Outline

- Reflecting on the meaning of relationality
- Genesis of the NU:SPP as a relational entity
- Curricular Framework
- Our program’s assumptions of Relationality
- Performance narratives-Reflective vignettes
- Concluding session discussion questions
Introductory dialogue

Think and write about an experience where the meaning of relationality emerged for you...What does the term relationality mean to you?
Unique, practice-based, 2-year, experiential, 2nd degree BScN program using a Narrative Inquiry Pedagogy

Inquiry of Concept:
Formulate learning plan to meet concept objectives through life and proposed experiences

Experiential Integration:
actualize learning objectives within point of care academic health care organizations

Reflective Practice:
rich and diverse learning environments for students that will re-shape how and where students learn to nurse

AIM of program: to graduate next-generation nurses, practice-ready scholar practitioners.

3 weeks

9 weeks

1 week

24 months

generativity and life

functionality of the mind, body, spirit

hope & possibility

experiential integration

retooling & redesign

challenging the system

3 weeks

9 weeks

1 week

24 months
Apprenticeship to learn nursing knowledge and science. Practical apprenticeship to learn skilled know-how and clinical reasoning. Apprenticeship of ethical comportment and formation.

Narrative Inquiry Space
Assumptions of Relationality

– Intersubjective process of a dynamic, embodied emergence of self-in-relationship (Gadow, 1999; Doane & Varcoe, 2015)

– Relationality focuses the attention on relationships among persons and how relationships call forth patterns of personhood in the present moment.
Katalin & Krysia dialogue
Bridging the reflective..
Future Questions

1. How can I (as self) explore relationality from shared exemplars of teaching/learning practice to reflect more deeply on what it means to be in relation with others?

2. How can I embody the faculty to learner experience being inquirers-in-relationship within my own educational practice environment?

3. What elements can foster or hinder relationality within co-creation environments of learning?
THANKS
References


Lindsay, G.M., & Smith, F. (2003). Narrative inquiry in a nursing practicum. *Nursing Inquiry, 10*(2) 121-129


