Fundamentals of Care: The conceptual "Fundamentals of Care" framework as a reflective tool to improve nursing students’ communicative and relational competencies

Kaldal, Maiken Holm; Kristiansen, Jette; Voldbjerg, Siri

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INTRODUCTION:

• A collaboration between The School of Nursing, University College of Northern Denmark and the Clinical Research Unit at Aalborg University Hospital, Denmark, ensures that the Fundamentals of Care framework (1) is adapted as a reflective tool (figure 1).

• A meta-synthesis (2) shows that nursing students experience fear, anxiety and stress and are left vulnerable with a feeling of inadequacy and incompetence in engaging with patients.

• Our study is relevant because students encounter with patients is an essential and unavoidable phenomenon for nursing students in the clinical term of their nursing education.

• A meta-synthesis (2) shows that nursing students experience fear, anxiety and stress and are left vulnerable with a feeling of inadequacy and incompetence in engaging with patients.

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PURPOSE:

• To develop a reflective tool supporting nursing students’ communicative and relational skills and competencies during the patient care encounter.

• To ensure a close correlation between the theoretical and clinical part of the nursing education.

METHODS:

• Development of a reflective tool using Kolb’s (3) structural foundations of the learning process (Figure 3) and the core of the “Fundamentals of Care” framework: “The established relationship” (Figure 2).

• The reflective tool is used in a two-day workshop to support nursing students’ critical reflection on a patient encounter.

RESULT:

• Figure 4: Adopting the conceptual framework “Fundamentals of Care” in the structure and process of experiential learning.

CONCLUSION:

It is anticipated that students’ ability to establish relations with patients will improve. The intervention will be evaluated through focus group interviews of first-year students (an interventional group (48 students) and a control group (48 students)).

REFERENCES:


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4. A meta-synthesis (2) shows that nursing students experience fear, anxiety and stress and are left vulnerable with a feeling of inadequacy and incompetence in engaging with patients.

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