

## Sigma's 30th International Nursing Research Congress

### Implementation and Evaluation of a Training Program to Develop Professional Competencies in Nursing

Ana Choperena, PhD<sup>1</sup>

Miren Idoia Pardavila-Belio, PhD<sup>2</sup>

Virginia La Rosa-Salas, PhD<sup>3</sup>

Begoña Errasti-Ibarrondo, PhD<sup>4</sup>

Cristina Oroviogoicoechea, PhD<sup>5</sup>

Amparo Zaragoza, PhD<sup>4</sup>

Rosana Goñi-Viguria, MSc<sup>5</sup>

**Rashmi Devkota, MSc, RN<sup>6</sup>**

(1)School of Nursing, University of Navarra, Pamplona, Spain

(2)School of Nursing. Department of Community, Maternity and Pediatric Nursing., University of Navarra, Pamplona, Spain

(3)School of nursing. Department of Community, Maternity and Pediatric Nursing, University of Navarra, Pamplona, Spain

(4)School of Nursing. Department of the Adult Person, University of Navarra, Pamplona, Spain

(5)Clínica Universidad de Navarra, Pamplona, Spain

(6)Faculty of Nursing, University of Alberta, Edmonton, AB, Canada

**Introduction:** Reflective attitudes generate a highly significant practical knowledge that may lead to the development of professional competences in nursing. In the context of reflective practice, the production of narratives by nurses who have experienced significant cases in their daily practices can boost their reflective behavior. Person-Centered Care (PCC) is a framework that ensures that the patient is at the center of the provision of care, and where the formation and fostering of relationships is key for therapeutic benefits. In this sense, *respect*, *intentional presence*, and *knowing the person* are three core elements of every authentic, specific, and unique relationship between the nurse and the person. In this way, it is assumed that the aforementioned three fundamentals can be reflected in the behaviors, attitudes, and knowledge -professional competences- revealed in a written clinical narrative.

**Purpose:** A pilot quasi-experimental study was designed as a preliminary trial to help to estimate the treatment effect testing the hypothesis that the use of clinical narratives in the context of a training program for nurses would have an impact on the development of professional competences in providing a PCC.

**Methods:** The intervention was based on the Critical Reflective Inquiry Model (CRI), and was conducted since October 2016, to June 2017. Different strategies were developed: (1) the writing of three narratives by participants; (2) three masterclasses by experts of the research group; (3) a dialogue group between participants and members of the research group; (4) a face to face interview between each participant and a member of the research group. An evaluation tool was developed to evaluate narratives -NarratUN Evaluation Tool- (NET).

**Results:** Results of this research supported study hypothesis and confirmed the preliminary efficacy of using narratives on the development of professional competences in providing a PCC. Concretely, the difference of the means between before and after the intervention of respect [0.59 (IC95% 0.23-0.95%; p=0.001)], intentional presence [0.75 (IC95% 0.32-1.17; p<0.0001] and knowing the person increased, being statistically significant.

**Conclusion:** Being these results similar to other researches, these results show that using narratives in a specialist training program can achieve a significant change in the development of professional competences. Writing narratives can help to promote professional competences in nursing and,

consequently, therapeutic relationships, from a PCC approach. The preliminary efficacy of this intervention reinforces the use of narratives to develop professional skills.

---

**Title:**

Implementation and Evaluation of a Training Program to Develop Professional Competencies in Nursing

**Keywords:**

Clinical narratives, Nurses enrolled in an specialization training programme and Training programme

**References:**

- Asselin, M., & Fain, J. (2013). Effect of reflective practice education on self-reflection, insight, and reflective thinking among experienced nurses. *Journal for Nurses in Professional Development, 29*(3), 111-119.
- Cathcart, E. B., & Greenspan, M. (2013). The role of practical wisdom in nurse manager practice: Why experience matters. *Journal of Nursing Management, 21*(7), 964-970.
- Dube, V., & Ducharme, F. (2014). Evaluation of a reflective practice intervention to enhance hospitalized elderly care. *Journal of Nurses in Professional Development, 30*(1), 34-41.
- Erickson, J. I., Ditomassi, M., Sabia, S., Smith, M. E. (2015). *Fostering clinical success: Using narratives for interprofessional team partnerships from Massachusetts General Hospital*. Indianapolis, IN: Sigma Theta Tau International.
- Kim, H. S. (1999). Critical reflective inquiry for knowledge development in nursing practice. *Journal of Advanced Nursing, 29*(5), 1205-1212.
- Miraglia, R., & Asselin, M. (2015). Reflection as an educational strategy in nursing professional development: An integrative review. *Journal for Nurses in Professional Development, 2*(31), 62-72.

**Abstract Summary:**

Writing narratives can help to promote professional competences in nurses and consequently, therapeutic relationships with patients. Results of this research supported study hypothesis, and confirmed the preliminary efficacy of a training program based on the use of narratives to promote professional competences in nursing.

**Content Outline:****1. Introduction**

a) Reflective attitudes generate a highly significant practical knowledge that may lead to the development of professional competences in nursing.

b) The production of narratives by nurses who have experienced significant cases in their daily practices can boost their reflective behavior

c) Person-Centered Care (PCC) is a framework that ensures that the patient is at the center of the provision of care, and where the formation and fostering of relationships is key for therapeutic benefits.

d) *Respect, intentional presence, and knowing the person* are three core elements of every authentic, specific, and unique relationship between the nurse and the person

**2. Body**

- a) A pilot quasi-experimental study was designed as a preliminary trial to help to estimate the treatment effect testing the hypothesis that the use of clinical narratives in the context of a training program for nurses would have an impact on the development of professional competences in providing a PCC.
- b) The intervention was based on the Critical Reflective Inquiry Model (CRI).
- c) The intervention was conducted since October 2016, to June 2017.
- d) Strategies developed were: (1) the writing of three narratives by participants; (2) three masterclasses by experts of the research group; (3) a dialogue group between participants and members of the research group; (4) a face to face interview between each participant and a member of the research group.
- e) An evaluation tool was developed to evaluate narratives -NarratUN Evaluation Tool- (NET).
- f) Results of this research supported study hypothesis and confirmed the preliminary efficacy of using narratives on the development of professional competences in providing a PCC.

### 3. Conclusion

- a) Writing narratives can help to promote professional competences in nursing and, consequently, therapeutic relationships, from a PCC approach.
- b) The preliminary efficacy of this intervention reinforces the use of narratives to develop professional skills.

First Author  
Ana Choperena, PhD  
University of Navarra  
School of Nursing  
Senior Assistant Professor  
Pamplona  
Spain

**Author Summary:** Ana Choperena is the Principal Investigator of NarratUN, a project which seeks to promote the development of professional competences in nursing through the use of clinical narratives. Currently, she is leading the validation of the NET scale (NarratUN Evaluation Tool), to evaluate clinical narratives.

Second Author  
Miren Idoia Pardavila-Belio, PhD  
University of Navarra  
School of Nursing. Department of Community, Maternity and Pediatric Nursing.  
Senior Assistant Professor  
Pamplona  
Spain

**Author Summary:** Idoia Pardavila is a collaborating researcher in the Narratum project. She collaborates in this project because of her methodological knowledge, focusing all her research on nursing interventions, and being a research professor at the nursing level. She also has knowledge of statistics, being a professor of this area in the postgraduate course of the Faculty of Nursing at the University of Navarra.

Third Author

Virginia La Rosa-Salas, PhD  
University of Navarra  
School of nursing. Department of Community, Maternity and Pediatric Nursing  
Senior Assitant Professor  
Pamplona Spain

**Author Summary:** PhD in Nursing from the University of King's College London (2014) and Master in Research in Nursing at the same university (2006). She finished the Diploma in Nursing in 2003. Currently she directs the Practical Teaching Unit of the Faculty of Nursing and is responsible for different subjects within this unit. She is the person in charge to promote the development of curriculum competences in nursing through the use of reflective journal with nursing undergraduates.

Fourth Author  
Begoña Errasti-Ibarrondo, PhD  
University of Navarra  
School of Nursing. Department of the Adult Person  
Senior Assistant Professor  
Pamplona  
Spain

**Author Summary:** Begoña Errasti is a Senior Assistant Professor of the Faculty of Nursing at the Universidad de Navarra. Her main research is focused in the phenomenological study of the authentic interpersonal relationships between nurses and persons living with advanced illnesses. Currently she is leading a research in which she is exploring how the knowledge derived from a phenomenological study can be used with nursing students and professionals for teaching purposes.

Fifth Author  
Cristina Oroviogoicoechea, PhD  
Clínica Universidad de Navarra  
Director  
Pamplona  
Spain

**Author Summary:** Cristina is part of the Nursing Board of the hospital, she is deeply involved in the development of the Professional Practice Model of the CUN and she has been involved in the project of narratives from the very beginning. She has collaborate with the design and teaching of the educational program and with the evaluation of the implementation. She is a member of the research team and participates in the publications around the project.

Sixth Author  
Amparo Zaragoza, PhD  
  
University of Navarra  
School of Nursing. Department of the Adult Person  
Senior Lecturer  
Pamplona  
Spain

**Author Summary:** Amparo Zaragoza is a lecturer at the School of Nursing at the University of Navarra. She also belongs to the research group of the University of Navarra called Innovation for a Patient Center-Care. This group is developing knowledge around a Model of Care based on the interpersonal relationship between the nurse and the person. This model is also illuminating practice. In the context of this group, she is contributing to the present research on NarratUN.

Seventh Author  
Rosana Goñi-Viguria, MSc

Clínica Universidad de Navarra  
Advanced Nurse Practitioner  
Pamplona  
Spain

**Author Summary:** Rosana Goñi is a collaborative researcher of NarratUN, a project which seeks to promote the development of professional competences in nursing through the use of clinical narratives.

Eighth Primary Presenting Author

***Primary Presenting Author***

Rashmi Devkota, MSc, RN  
University of Alberta  
Faculty of Nursing  
Graduate Research Assistant  
Edmonton AB  
Canada

**Author Summary:** Rashmi Devkota is currently a doctoral level student at the University of Alberta. She completed her M.Sc. Nursing from the University of Aberdeen, UK. Before joining Ph.D., she worked as a nursing Lecturer in Nepal Medical College, Nepal. Her main research area of interest is in gerontology, however, she has also got publications related to nursing education in various peer-reviewed journals.