Implementation and evaluation of a training program to develop professional competences in nursing

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Key terms

**Training program**
Narratives and Reflective practice

**Professional Competences**
Respect, intentional presence and knowing the person for providing person-centered care
Narratives in daily practices can boost reflective behavior.\(^1\)

Reflective attitudes generate a highly significant practical knowledge that may lead to the development of professional competencies.\(^2,3,4\)

Respect, intentional presence, and knowing the person are three core elements of nurse-patient relationship that fosters person-centered care.\(^5,6\)
Purpose

• To evaluate the **effectiveness** of **clinical narratives** for the development of **professional competences** (respect, intentional presence, and knowing the person) in providing a person centered care
Methods

Research design: Pre-post quasi-experimental

Study Population: Nurses enrolled in specialization course in the 2016-2017 academic year

Setting: Clinica Universidad de Navarra, Pamplona, Navarra, Spain

Sample Size: 34

Duration: October 2016- June 2017
Intervention: Program based on the Critical Reflective Inquiry Model (CRI)

Components of the program: narratives, masterclasses, discussion group and face-to-face interview

Evaluation tool: Narrat UN Evaluation Tool- (NET)

Ethical consideration: Ethical approval from University of Navarra Research Ethics Committee (reference no: 27/2016), Informed consent

Statistical software: Stata version 11.1 (StataCorp, College Station, TX, USA)
Figure 1. Timeline of the educational strategies and the different phases of the CRI model.
# RESULTS

Table 1. Differences in the level of nurses’ competences through time (N=35)

<table>
<thead>
<tr>
<th>Competences</th>
<th>Level of competence</th>
<th>Differences in the level of competence between time of study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mean (SD)</td>
<td>Wilcoxon signed-rank test z (CI 95%; p value)</td>
</tr>
<tr>
<td></td>
<td>T1</td>
<td>T2</td>
</tr>
<tr>
<td>Respect</td>
<td>2.25</td>
<td>2.66</td>
</tr>
<tr>
<td></td>
<td>(0.80)</td>
<td>(0.74)</td>
</tr>
<tr>
<td>Intentional presence</td>
<td>2.19</td>
<td>2.66</td>
</tr>
<tr>
<td></td>
<td>(0.89)</td>
<td>(0.86)</td>
</tr>
<tr>
<td>Knowing the person</td>
<td>2.31</td>
<td>2.66</td>
</tr>
<tr>
<td></td>
<td>(0.78)</td>
<td>(0.78)</td>
</tr>
<tr>
<td>Handling the narrative and reflexivity</td>
<td>2.34</td>
<td>2.56</td>
</tr>
<tr>
<td></td>
<td>(0.70)</td>
<td>(0.66)</td>
</tr>
</tbody>
</table>
Use of narratives could be beneficial to develop professional skills.

Other reflective strategies such as masterclass sessions and discussion could also be considered.

Structured reflection model could be used as a guide to improve nurses’ reflection.
REFERENCES

Thank you
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