Transforming the Nurse Educator: A Journey into Storytelling and Transformative Reflection

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Special Session Objectives

• Recognize the value of storytelling and critical reflection pedagogies to transform teaching practices
• Use storytelling to engage in a transformative learning experience
• Apply critical reflection to challenge assumptions, gather insights and raise questions about current teaching practices
• Generate shared meaning and collective wisdom
Absence of Conflict of Interest

The speakers have no actual or potential conflict of interest or commercial sponsorship for this presentation.
Background

• Call to transform nursing education
  – New Competencies
    ▪ Paradigm shift
    ▪ New vision
Ensuring Success in the Academic Role

- Prepares future educators
- Enriches competencies of experienced educators
- Leads to continuing commitment to the academic institution
Significance

• Little literature exists regarding:
  – Developing educator competencies
  – Socializing nurses to the educator role
  – Facilitating ongoing role development
Enhanced Pedagogical Approach

• Art and science of nursing practice
• Teaching and learning process
Transformative Reflection - Storytelling
Transformative Learning through Storytelling

On a dark and stormy afternoon, Chamberlain faculty member, Alice was feeling bored and drowsy while sitting at her desk preparing a lecture for the next day. Then she noticed the Dean of Faculty walk by, who was on her way to host a meeting about Master Instruction. Burning with curiosity, Alice ran after the Dean and came upon a great hole. As she peered down the hole, she found herself tumbling down, down, down......
Transformative Learning through Storytelling

![Comic Cover Illustration](image.png)
Transformative Reflection
Guiding Questions

• How are your feelings similar or different from those of the story character when you are faced with learning something new?

• Students often request PowerPoint lectures. How will you engage them in new teaching methods?

• How do your beliefs and values influence the way you feel about learning something new?
Dialogic Reflection

Welcome to the Master Instruction Reflection Journal.

In this activity, you will have an opportunity to reflect on the Captain Chamberlain story and how it relates to Master Instruction. Read each group of questions and record your thoughts on the right page. Click the next button to proceed. You can print your results at the end of the activity.
Purpose

The purpose of this study was to investigate the effectiveness of individual and collective transformative reflection in challenging assumptions, gathering insights and raising questions about teaching practices.
Methods

• Intervention: Faculty Development Round Table using Storytelling and Transformative Reflection

• Questionnaire, post-Round Table (N=40)
  – 8 likert scale questions
  – 2 open-ended questions
Round Table Questionnaire Results (N=40)

Presented challenging tasks that helped me think differently about my teaching practice

- **Great Extent**
  - n=26 (65%)
- **Moderate Extent**
  - n=13 (32.5%)
- **Slight Extent**
  - n=1 (2.5%)
Round Table Questionnaire Results (N=40)

Employed strategies that actively engage the learner

- Great Extent: n=35 (87.5%)
- Moderate Extent: n=4 (10%)
- Slight Extent: n=1 (2.5%)
Round Table Questionnaire Results (N=40)

Promoted curiosity to expand my teaching practice

- Great Extent: n=35 (87.5%)
- Moderate Extent: n=1 (2.5%)
- Slight Extent: n=4 (10%)
Conclusions

• Storytelling and Transformative Reflection:
  – Are effective and essential for faculty to confront and resolve actual and desired teaching practices
  – Facilitates self-awareness, questions assumptions and nurtures ideas about personal and professional growth
Implications for Nursing Education

• Storytelling and critical reflection appear to be effective pedagogies to transform nursing education
Questions & Answers
References


References


References


