

## Preparation the nursing profession in the knowledge society.

International Nursing Symposium  
Macau, China  
December 2nd, 2011

Patricia Benner, R.N., Ph.D., FAAN  
Molly Sutphen, Ph.D.  
Lisa Day, R.N., C.N.S., Ph.D.  
Victoria Wynn Leonard, R.N., F.N.P., Ph.D.  
Lori Rodriguez, R.N., M.S., Doctoral Student  
William Sullivan, Ph. D., Anne Colby, Ph.D. and Carnegie Scholars

## 知識型社會下護理專業培養

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**Interdisciplinary  
Education and  
Learning  
Communities**

**Collaborative  
Interdisciplinary  
Practice Teams &  
Environments**

**NURSE**

**Client- family and  
Population-  
Centered  
Research -based  
Knowledge  
Development Use**

**Improving health;  
good outcomes for  
client / family/  
community safety  
& experience of  
care/ Lower health  
care costs**

**跨專業的教育與學  
習群體**

**相互合作的跨專  
業實踐團隊與環  
境**

**NURSE**

**以服務對象-家庭-  
全體居民為中心  
以研究為基礎的  
知識發展與使用**

**改善健康；服務對  
象-家庭-社區安全/  
照護體驗/降低健康  
照護成本的好成效**

## Signature Pedagogies

- The following signature pedagogies were most evident in the clinical setting:
  - Coaching
  - Teaching for the action step
  - Mining experiential learning
  - Teaching for a **sense of salience**

## 特別的教學法

- 下面是在臨床環境中最常見的特別的教學法
  - 教練法
  - 教授操作步驟
  - 關注體驗式學習
  - 教授對突出點的感覺

## Signature Pedagogy: Coaching

- Types of coaching, where faculty:
  - Think out loud so the student can see the teacher's access to the clinical situation
  - Ask a series of questions to cue the student to relevant issues in this situation

## 特別的教學法：教練法

- 不同種的教練法，教師
  - 把思考過程說出來，讓學生看到老師如何處理臨床情景
  - 提出一系列的問題，提示學生情景中的相關議題

## Signature Pedagogy: Coaching

- Types of coaching, where faculty:
  - Draw out what the student knows in the bounded clinical situation
  - Help the student explore, make connections, realize what they know and how and why it is relevant to this situation

## 特別的教學法：教練法

- 不同種的教練法，教師
  - 提取在界定的臨床情景中學生所知道的
  - 幫助學生探索、聯系、認識他們所知道的、如何或為什麼與該情景相關

## Signature Pedagogy: Coaching

“Before you were to dispense your meds you had to know your meds. If you didn’t know your meds, you weren’t giving them. You’d probably not get the grade for it. You had to know the pathophysiology before you even went on the floor……

## 特別的教學法：教練法

“發藥前需要認識手上的那些藥物。如果你不知道這些藥物，不要給病人。在評核中你可能不會得分。在出房前你必須要了解病理生物學……

## Signature Pedagogy: Coaching

She would call us the night prior to going into clinical and say, patient xyz and he has blah, blah, blah. She would also give you your meds. ..She kept me on my toes. I knew what was going on in clinical. That’s why I liked her so much. She forced me to do my work, maybe.”

Student

## 特別的教學法：教練法

她在我們出房前一晚給電話我們，告訴我們病人誰誰誰，他怎么怎么著。她還給我們藥物……她都不讓我們停下來。我知道臨床上在發生什么事。這就是我們為什麼那麼喜歡她。可能是，她逼我們做應該做的事”。

學生

## Signature Pedagogy: Coaching

“Our clinical instructors are out on the floor at all times. They question us on everything about the pt we have taken on for that day. We have to learn about the labs and about the pathophysiology of our patient’s diagnosis. If we are having a hard time figuring things out we are given resources to do some research and if by the end of our clinical rotation we have not figured it out our instructors make it into a learning experience for the group……

## 特別的教學法：教練法

“我們的臨床指導老師經常都在病房。他們問我們關於我們負責的病人的所有問題。我們要學習關於我們病人診斷的各種檢驗和病理生物學。如果我們想不通有些問題，我們會有資源去研習，如果到最后都沒想通，我們的指導老師會將問題讓我們在小組學習中討論……

## Signature Pedagogy: Coaching

They are also out on the floor looking for things that we can do to gain the experience in skills that we have learned in labs so that we can become more comfortable in performing those skills. They are available at all times for questioning too.”

Student

## 特別的教學法: 教練法

他們也在病房找事情給我們做，讓我們有使用在實驗室學過的技能的經驗，讓我們在使用這些技能時更有信心。任何時候我們都可以問他們問題”。

學生

## Signature Pedagogy: Coaching

Different purposes for various types of coaching:

- To help students explore, make connections, realize what they know (or do not know) and how and why it is relevant to this situation
- To provide a model of behavior, where the relationship of the teacher's coaching of the student mirrors the way teachers want the student to coach, empower, encourage patients
- To prod experiential learning in the situation and help the student gain self-confidence

## 特別的教學法：教練法

不同教練法的不同目的

- 幫助學生探索，聯系，意識到已知道什么(或不知道)，與該情景相關的如何或為什麼
- 作為一個行為的模範，教師的輔導令學生可以借鏡教師的方法輔導、賦權及鼓勵病人
- 利用情景提供體驗式學習，幫忙學生增加自信

## Signature Pedagogies: Teaching for the Action Step

- Ask questions to identify the action step:
  - After asking a student about possible complications to a prescribed narcotic, the student answers “respiratory depression, lowered blood pressure, decreased level of consciousness.” What interventions could be taken? Narcan to reverse the effects of the narcotic. Where would you get the Narcan. What key would you need and where is Narcan located?

## 特別的教學法：教授操作步驟

- 通過提問確定操作步驟
  - 在提問學生醫囑內鎮靜藥可能的併發症，學生回答“呼吸壓抑，低血壓和降低清醒的程度”。可做什么干預呢？Narcan可逆轉鎮靜藥的作用。在哪里可以拿到Narcan？需要哪條鑰匙？Narcan放在哪里？

## Signature Pedagogies: Mining Experiential Learning

- Pre-clinical preparation required:
  - Advance patient assignments, such as care plans
  - Practice in the skills lab

## 特別的教學法：關注體驗式學習

- 出臨床前準備
  - 高階護理功課，例如護理計劃
  - 在技能實驗室練習

## Student Description of Pre-Clinical Preparation

“Prior to every hospital clinical, we are required to go up to the floor and get our patient assignments. After we have looked up the H & P and the labwork, we must go home and write an in depth pathophysiology on our patients. This includes the admitting diagnosis, and any past medical history which may be important to note while caring for the patient. If I didn't use the classroom content-ie learning about the disease processes-I would never have been able to correlate how hypertension has cardiac, respiratory, and kidney effects.”

Student

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## 出臨床前準備，學生的描述

“出醫院臨床之前，我們需要去到病房收集我們的病人的資料。看過病史和身體評估、檢驗報告後，我們回家就要寫一個深度的病理生理學情況。這包括我們在護理過程中要關注病人的相關重要的入院診斷、病史。如果我沒有使用課堂上學到的知識，即是，疾病過程，我就不可能聯系高血壓如何影響心臟、呼吸和腎臟。”

學生

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## Building On Strengths of Pre-Clinical Preparation

- More unfolding case studies with use of simulation in the classroom
- In-class simulation can provide students with more opportunities to integrate the apprenticeships
  - The use of actors or patients in the classroom
  - The use of simulated patients for assessment

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## 在出臨床前作鞏固強項的準備

- 在教室使用**模擬法**，進一步剖析案例
- 模擬法的使用提供學生更多機會去**作三個學徒制的融合**
  - 在教室使用病人或演員
  - 使用模擬病人做評估

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## Signature Pedagogies: Mining Experiential Learning

- Post clinical conferences:
  - Students share experiences from the clinical setting
  - Some teachers introduce classroom content
  - Deliberate reflection on ways preclinical planning and expectations changed

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## 特別的教學法：關注體驗式學習

- 出房後臨床小課
  - 學生分享臨床場景的經驗
  - 老師介紹課堂內容
  - 特意反思出房前計劃和期望的改變

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## Building On Strengths of Post-Conferences

- Post-clinical conferences could more often:
  - Devote all of the conference to clinical experiences and introduce classroom content only as it arises in the discussion

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## 臨床小課之鞏固強項

- 臨床小課可以更多地
  - 所有小課都致力於臨床經歷，只有討論中提到才介紹課堂內容

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## Building On Strengths of Post-Conferences

- Ask students to follow up on previous post-conference discussions in the next post-conference:
  - Report on what has happened to their patients
  - Report on what they have learned about what brought their patient to the clinical setting
  - Report on any changes in the practice setting that came about through student questions

## 臨床小課之鞏固強項

- 提問學生去跟蹤先前的臨床小課討論
  - 報告他們的病人發生了什么事情
  - 報告他們所學到的令病人在臨床場景上出現的原因
  - 通過提問學生，報告實踐場景中的任何改變

## Student Experiences

- This student brought together many comments:
  - \* Being able to apply real world skills soon after learning them in the classroom.
  - \* Being allowed to help real patients right now.
  - \* Gaining scientific and medical knowledge.
  - \* Helping society.
  - \* I know I'm doing something important in the world.

## 學生經驗

- 這位學生提出了多個評論：
  - 在課堂學習後可以很快就在真實世界應用技能。
  - 可以即時幫助真正的病人。
  - 學到科學和醫學知識。
  - 幫助社會。
  - 我知道我在做一些對這個世界很重要的事情。

## Sarah Reflects on Her Development as a Teacher

Continued

"I'm also wanting them to learn what they don't know, which is the hardest thing to teach people. I want them to **own** what they don't know. So, I want them to look at a case and be able to say, 'Well, I don't know whether it's painful to die of dehydration. Gosh, you know, I have this initial reaction, but do I have any evidence for that?'"

Sarah Shannon

## Sarah反思她作為一個老師的發展

“我想他們學習他們不知道的，就是最難教的東西。我想他們認領他們所不知道的。所以，我希望他們看了個案後會說：‘唉，我不知道是否脫水而死是痛苦的。唉，你知道，我起初是這樣反應的，但我有證據嗎？’”

## Sarah's Student

"She respected us, plus she had this way... you were sure about something and she had this way of making you see a whole other side to it and suddenly you'd be scratching your head saying, 'Well, maybe I wouldn't do that. What would I do?' And then (she would) guide us through the process of trying to (understand the case)."

## Sarah的學生

“她尊重我們，加上她有這樣的做法...，你肯定的一些事情，她有方法令你看到事情的整個另一邊，突然你抓頭，‘啊，可能我不應該那樣做。我應該怎么做呢？’之後，她會通過一個過程來指引我們，明白案例。”



## Conversation, Identity and Confronting Diversity

“One of the reasons I have so much class discussion is, I want them to realize that, while they may view themselves as pretty homogeneous...they are not, and it helps them to see...because then what I say is, ‘Just imagine. You are privileged students. You’re college educated. Right there, you’re privileged....Just imagine the diversity of opinion that occurs across America....We don’t have societal consensus on the Terry Schiavo cases.’ I try to emphasize to them, ‘So what is your role? **To compassionately care for these people, to not pass judgment, certainly to not pass judgment and treat them differently.**’”

Sarah Shannon

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## 會話，身份和面對多樣性

“我有那麼多課堂討論的原因之一是，我想他們意識到，當他們覺得他們自己挺同質的時候，其實他們不是，這樣幫忙他們看到，那樣，我會說‘就像你是一個特別恩典的學生。你有學院教育。就那，你就是恩典的.....，就像在我們美國上下意見的多樣性.....，我們在Terry Schiavo 類型案例上並沒有社會共識’。我努力強調：‘你們的角色是什麼？對這些病人慈悲的關懷，沒有審判，當然是沒有評判和不同的對待。’”

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## Sarah Shannon’s Student

“She would get a lot of discussion going in the class and a lot of people did have differing opinions and different perspectives and she brought it out in a way that we weren’t trying to kill each other and at the end of the class we all left with good feelings about one another. I don’t know how she did that because there were some pretty varied opinions but I never felt like, ‘boy, what a stupid opinion.’”

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## Sarah 的學生

“她會讓課堂上有很多的討論，很多人有不同的意見，不同的角度，她把這些都提出來不抹殺大家，最後我們離開課堂相互感覺良好。我不知道她是如何做到的因為有那麼多的不同意見，但我離開時不會感覺，‘唉，多麼愚蠢的主意。’”

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## Creating Moral Imagination in the Context of Ambiguity

“What I mean by critical thinking is recognizing when you’ve made assumptions and being willing to question those assumptions upstream. And then being willing to entertain multiple perspectives, embracing ambiguity and also, for me, it’s a necessary part of moral imagination.”

Sarah Shannon

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## 在模稜兩可的環境中創造道德想像力

“我的意思是當你想當然時意識到批判思維，願意去質疑前面那些假定。然後願意去關顧多種的角度，環抱模稜兩可，而且，對我來說，是道德想像力的一個必須部分。”

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## Making the Social Contract Visible

“**I want them to come out of the course with a clear sense of their professional values.** And I talk a lot about (the fact) that professional values are the social contract we have with patients. They’re what every patient can expect when a nurse walks in the room, whether that nurse is young or old, male or female, Black, White, regardless of their ethnicity, regardless of their religion, regardless of anything. It’s your social contract. An example is, your personal values might be that you really like openness. Your professional value is that you adhere to confidentiality. And it’s that contract that that patient has with you.”

Sarah Shannon

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## 令社會合約清晰可見

“我想他們學完課程後有一個清晰的專業價值觀。我談到很多專業價值是我們和病人間的社會合約。這是當一個護士走進一個房間時，無論她的年齡、性別、種族、宗教或其它，每個病人都可以預期得到的。這是你的社會合約。一個例子就是，你的個人價值可能是你喜歡開放，但你的專業價值是你堅持保密。這就是所有病人和你的合約。”

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## Observing Sarah's Teaching

- The patient is the paradigmatic subject that organizes the practice of her teaching. As she keeps saying to her students:

"It isn't about you...it's about the patient or the family. What you personally think doesn't matter. It's how you act professionally as a nurse that matters."

Sarah Shannon

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## 觀察Sarah的教學

- 她的教學實踐是關於一個半癱的病人。她不斷告訴學生：

“這不是關於你的，是關於病人或者家屬的。你個人怎麼樣想不重要。重要的是你如何像一個護士一樣專業地行動。”

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**Sarah Shannon, R.N., Ph.D.**  
**Ethical Comportment and Formation**  
**University of Washington**

**Video Clip: [EducatingNurses.com](http://EducatingNurses.com)**

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**Sarah Shannon, 註冊護士，博士**  
**倫理舉動和構成**

**Video Clip: [EducatingNurses.com](http://EducatingNurses.com)**

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## Approach and Stance of Students in Sarah's Dialogical-Integrative Teaching

- Teaching from the stance of a nurse---students' ethical response from a nursing stance
- Students must understand the underlying pathophysiology, patient experience, and ethical issues
- Classroom dialogue discloses diversity of values and opinions and demands respectful listening to diverse perspectives and concerns

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## Sarah對話的融合式的教學 中學生的處理和立場

- 教導作為護士的立場—學生從護理立場的倫理反應
- 學生必須理解基本的病生、病人體驗和倫理議題
- 課堂上的對話揭露多元的價值和意見，需求對不同角度的尊重的聆聽和關心

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## Approach and Stance of Students in Sarah's Dialogical-Integrative Teaching

- Teacher and students create a moral community that grounds a developing moral imagination
- Students are asked to examine their own views in order to develop self-knowledge and to respond respectfully to others --- patients and classmates
- Consciousness-raising exposes students' unexplored values, secondary ignorance, blind spots and ambiguity

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## Sarah對話的綜合式的教學 中學生的處理和立場

- 教師和學生創造一個道德團體，為發展道德想像力提供基礎
- 學生被要求檢測他們自己的觀點，為了發展自我知識和對其他人包括病人和同學的尊重的回應。
- 增強自我意識感，暴露同學未探索的價值，二級無知（不知所不知），盲點和模稜兩可

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### Three Reflective Questions for Teachers in Classrooms and Clinical Laboratories

- How does the pedagogy in the classroom structure the student's approach to the patient and clinical practice?
- Can the student imaginatively access and rehearse for practice situations?
- What is the student's stance in relation to the patient? To the teacher? To other students?

### 課堂和臨床實驗室的三個反思問題

- 課堂上的教學法如何結構學生對病人和臨床實踐的處理
- 學生是否可以有想像力地使用及演習實踐情景
- 學生涉及病人的立場是什麼?對老師呢?對其他學生呢?

### The Nature of Practice

- A socially embedded form of knowledge with notions of good internal to the practice.
- Requires ongoing improvement in the practice
- Practice is a way of knowing in its own right.

### 實踐的本質

- 隱藏於社會結構中的知識離不開生活中的實踐
- 需要通過實踐過程不斷的改進
- 實踐本身就是一種知識

### The Nature of A Practice

- **It is impossible to make the knowledge embedded in practice completely formal, completely explicit.**
- **Much clinical knowledge is only elicited by the situation... it is context dependent.**
- **Any Practice is a source of knowledge/knowledge development in its own right.**
- **This is why systems engineering cannot be the only approach to Clinical Knowledge and Practice Development.**

### 實踐的本質

- 隱藏在實踐中的知識是不可能完全地正式，完全地外顯
- 很多臨床知識只能從情景中被勾劃，是結合環境的
- 任何實踐都是一個知識/知識發展的源頭
- 這就是為什麼系統工程不可能是臨床知識和實踐發展的唯一方法

### Clinical Knowledge Development in a Clinical Practice Requires:

- Experiential teaching and learning
- Situated cognition—Thinking-in-Action (The logic of practice)
- Situated teaching and learning (Readiness)
- A community of practice learning
- Reflection on particular cases and situations

### 臨床實踐中的臨床知識發展需要

- 體驗式的教與學
- 情景中的認知—行動中思考（實踐的邏輯）
- 情景教與學（準備就緒）
- 實踐共同體中的學習
- 獨特案例和情景的反思



Teamwork forming a community of Practice

- *The task of the craftsman or [skilled practitioner] is not to generate the meaning, but rather to cultivate in himself the skill for discerning the meanings that are already there."*
- *Hubert L. Dreyfus and Sean Dorrance Kelly. All Things Shining: Reading the Western Classics to find meaning in a secular age.*

形成實踐共同體的團隊

- 技工的任務【或熟練的從業者】不是產生意義，但需要培養自己辨別工作中存在意義的技能
- *Hubert L. Dreyfus and Sean Dorrance Kelly. 《事事發光：在一個世俗的年代閱讀西方經典發現意義》*

### Clinical Knowledge Development in a Clinical Practice Requires:

- Development of shared notions of ethical comportment (in dispositions and actions, not just beliefs and decisions) in a community of practitioners
- Articulating and capturing both practice breakdown and what is learned in practice
- making new clinical knowledge and positive deviation public...visible

### 臨床實踐中臨床知識發展需要：

- 在實踐者社區中發展共享的倫理舉動（在處理和行動中，不只是信念和決策）
- 明確表達和捕捉實踐細節和實踐中所學到的
- 明示與公開新的臨床知識和正面的另類實踐

### Situated Coaching Required for Clinical Reasoning

- Clinical Reasoning: Reasoning across time about the particular through changes in the patient and/or changes in the clinician's understanding of the patient situation.
- Recognizing the nature of the clinical situation is at the heart of clinical reasoning.

### 臨床推理需要的情景教練法

- 臨床推理：跨越病人某事件變化的時間或臨床工作者對病人情景理解的變化
- 意識到臨床情景的本質是臨床推理的關鍵

**Lisa Day, R.N., Ph.D.**  
**Integrating Classroom and Clinical Teaching**  
**Duke University**

Video Clip  
[EducatingNurses.com](http://EducatingNurses.com)

**Lisa Day, 註冊護士，博士**  
**融合課堂與臨床教學**

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## Situated Coaching Required for Clinical Reasoning

- **Thinking in action...Titration, Adjusting Therapies to Patient Responses**
- **Relational Responses to Patients and Families**
- **Recognition of Changes in Patient**
- **Developing a Sense of Salience**

## 臨床推理需要的情景教練法

- 行動中思考...根據病人反應釐訂、調整治療
- 對病人和家屬給予具護患關係性的反應
- 識別病人的種種變化
- 發展對突出點的感覺

## Practice Variation...A maxim:

- Variation above the current standard or “best practice” provides clinical knowledge development and should be encouraged.
- Variation below the standard of practice should be brought up to the standard.
- We have much to learn from our *excellent practice* as well as practice breakdown.

## 實踐的變化...準則

- 應該鼓勵高於當前標準或“最優實踐”的改變，促進臨床知識發展
- 低於當前標準的改變應該上升至標準
- 從我們自己的卓越實踐及實踐細節中可以學到很多

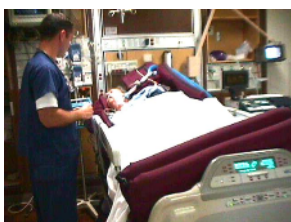
- “If we teach today’s students the way we taught them yesterday, we rob them of tomorrow.”

John Dewey

- “如果我們用昨天的方法教今天的學生，我們剝奪了他們的明天”

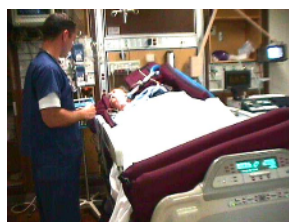
杜威

Practice cases transform the ability to reason, use knowledge, & make judgments in acute and high-risk situations



[NovicetoExpert.Org](http://NovicetoExpert.Org)

實踐案例改變我們的推理的能力，使用知識，在緊急和高風險情景中作出判斷



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