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## Research Article

# A Study of The Value of Narrative Nursing in The Application of Clinical Nursing Practice Teaching

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## Abstract

**Objective:** To investigate the impact of narrative nursing teaching on nursing students during their clinical nursing practice. **Methods:** A total of 60 nursing students enrolled in our department were randomly selected and divided into two groups, with 30 students in each group. The conventional group received instruction in the traditional teaching mode, while the experimental group received instruction in narrative nursing in addition to the traditional teaching mode. The clinical nursing quality score, the nursing knowledge, and nursing ability were assessed and compared between the conventional group and the experimental group before and after the teaching intervention. **Results:** After the teaching intervention, the experimental group demonstrated significant improvements in clinical nursing quality, nursing knowledge, nursing ability, nursing morality, and nursing service compared to the conventional group ( $P < 0.05$ ). Notably, the experimental group exhibited a particularly significant advantage in terms of nursing morality ( $t=17.643$ ;  $P < 0.05$ ). **Conclusion:** The utilization of narrative nursing in clinical nursing practice has been found to be effective in enhancing nursing students' empathic thinking, humanistic caring ability, and professional identity. Additionally, it has a positive impact on enhancing nursing knowledge and nursing ability in nursing students.

**Keywords:** Narrative nursing; Nursing students; Clinical practice teaching; Nursing ability.

## Introduction

The "Healthy China 2030" Plan outlines the significance of strengthening humanistic care in

medical services and promoting a harmonious doctor-patient relationship (1). This recognition of the importance of humanistic values has been widely acknowledged and agreed upon by medical

professionals and institutions. In the 1990s, narrative education was introduced into the field of nursing education by American nursing educator Dikelman. This educational approach involves narrating and reconstructing the experiences and stories of educators and students with the aim of achieving educational outcomes (2). Narrative nursing, derived from narrative medicine, is a manifestation of the humanistic approach in healthcare. It emphasizes the importance of engaging with patients' stories with an attitude of respect, humility, and curiosity. By facilitating the reconstruction of the meaning of their stories, narrative nursing aims to help patients discover their own intrinsic power and ultimately achieve emotional healing (3, 4). Narrative nursing is considered a valuable tool for the implementation of humanistic care by nursing professionals. It involves using narrative methods to assist patients in constructing new and positive life and illness narratives. This approach entails actively listening to and engaging with patients' stories, identifying key nursing points, and implementing targeted nursing interventions to support patients in their healing journey (5). The transition of nursing students from the classroom to the clinical setting presents a challenge in facilitating their psychological adjustment and quick adaptation to the role change. It is crucial to help them seamlessly transition into the clinical nurse work mode during their practical training. This aspect remains a critical focal point in clinical nursing practice teaching.

Narrative nursing teaching is an instructional approach that has emerged from narrative research. It involves nursing educators or clinical instructors utilizing storytelling as a means to convey information and engage students. These stories can encompass various perspectives, such as those of teachers, students, clinical nurses, or patients, and can be presented through diverse media platforms like film, literature, art, or photography. Through dialogues and discussions, the deep meaning behind these stories is explained, analyzed, and

reconstructed, ultimately serving as a teaching method to achieve educational objectives (6). The incorporation of narrative nursing teaching in clinical nursing practice instruction holds significant importance in enhancing the professional competence and fostering a humanistic approach among nursing students (6). The application of narrative nursing knowledge, attitude, and behavior by nursing students in both clinical practice and theoretical learning directly impacts the effectiveness of humanistic care in nursing (7). However, due to various factors, many colleges are unable to offer standalone narrative nursing courses. Upon entering clinical practice, nursing students often face challenges in attentively listening to and comprehending patients' narratives, as they contend with a demanding workload, limited study time, difficulties in integrating theory with practice, and other factors. Consequently, they may struggle to identify pertinent nursing points within these narratives. By adopting the "small but refined" training mode, and guided by the narrative nursing theory proposed by teacher Li Chun, this study has developed and implemented a narrative nursing training program tailored to nursing students embarking on clinical frontline practice. Through case-based teaching, the aim is to enhance their empathy and clinical service capabilities. The findings of this study also serve as a valuable reference for improving training programs for nursing students.

#### Objective

Research objects: From March 2021 to April 2022, a total of 60 nursing students were randomly selected as participants in this study. Among them, 53 were female and 7 were male. Additionally, 47 students were from secondary schools, while 13 were from colleges. None of the students had received any prior training in narrative nursing. The inclusion criteria for participation were as follows: age between 17 and 23 years old, and completion of an internship period of at least 4 weeks. Exclusion criteria for this study included nursing students who

requested sick leave or personal leave for more than 4 days during the survey period, as well as those whose internship period was less than 4 weeks. Additionally, participants who dropped out due to personal reasons were also excluded from the study. For this study, a total of 60 nursing students were randomly divided into two groups using the random number table method. It was ensured that there was no significant difference between the two groups. Prior to participation, all subjects were provided with relevant information about the study and gave informed consent willingly to volunteer for participation. The teachers from the department of Gastroenterology who were included in the teaching criteria for this study had to meet the following requirements: ① possess a certain level of work experience, with at least 5 years of experience; ② have previous experience in clinical nursing teaching; ③ hold a college degree or higher, along with a nurse title or higher; ④ have received theoretical knowledge training in narrative nursing and have applied it in clinical practice for a minimum of 1 year (8).

## 1. Material and Method

### 1.1 General material

From March 2021 to April 2022, a total of 95 nursing students were enrolled in our department. Among them, 60 nursing students were randomly selected from the period. Their ages ranged from 17 to 23 years old, and their internship periods were all at least 4 weeks long. Exclusion criteria for this study included nursing students who requested sick leave or personal leave for more than 4 days during the survey period, as well as those whose internship period was less than 4 weeks. Additionally, participants who dropped out due to personal reasons were also excluded from the study. The study utilized a random number table method to divide the selected 60 nursing students into two groups. The control group received traditional clinical practice teaching methods, while the

experimental group received narrative nursing education in addition to the conventional clinical practice teaching methods (referred to as "narrative nursing education" hereinafter). All participants in the study provided informed consent and signed consent forms. The nursing instructors for both groups were experienced in Gastroenterology and had a clinical nursing experience of more than 5 years. The inclusion criteria for nursing instructors were as follows: First, they needed to have a certain amount of work experience, with a minimum of 5 years. Second, they should have teaching experience. Third, they should hold at least an associate's degree, with a professional title of at least "senior nurse".

### 1.2 Method

#### 1.2.1 Experimental design

**Regular group:** The nursing education was conducted using the traditional clinical practice teaching method. Following the internship syllabus, nursing students entering the department received specialized theoretical knowledge and nursing skills training. A WeChat group was established to encourage students to actively ask questions or share their learning experiences during their free time. This platform was also used to correct any evident mistakes. Prior to the completion of their undergraduate internship, nursing students were required to submit a comprehensive nursing record. A theoretical and practical assessment was conducted before they left the department. Furthermore, nursing students' feedback was collected through a student evaluation process, and mentors were organized to evaluate the students' performance as well.

**Experimental group:** This approach aims to integrate narrative nursing into the clinical teaching process, enhancing students' practical skills and their ability to critically reflect on their experiences through storytelling.

The specific plan for the narrative nursing teaching method is as follows:

- 1) Formation of Narrative Nursing Mentorship Team: Establish a team composed of the head nurse, nursing mentors, and other relevant personnel.
- 2) Selection of Training Mentors: Within the team, identify mentors who will be responsible for training interns in narrative nursing theory and clinical practice methods.
- 3) First Week of Internship: During the first week of the internship, mentors will guide the students to become familiar with the work environment, characteristics, and job responsibilities in the Gastroenterology department. Students will also become acquainted with the common diseases, clinical manifestations, and treatment points of frequently encountered digestive diseases. The training mentors will provide explanations of narrative nursing theory and present typical narrative cases selected from the department's repository of exemplary cases.
- 4) Weeks Two to Four: In the second to fourth weeks, nursing instructors will guide students in applying narrative thinking to clinical practice. Students will complete nursing record documentation, engage in narrative nursing, and gather and organize their own narrative cases. In this study, nursing students were instructed to record their patients' medical experiences and personal inner feelings using attentive listening and plain language during the writing process. They were encouraged to make the narratives complete, detailed, and appropriately concise, while ensuring a certain level of readability. The required length for each narrative was set at a minimum of 300 words.
- 5) Submission of Materials: Before the end of the undergraduate internship, each nursing student will submit a complete nursing record, one narrative nursing case, and a reflective journal.
- 6) Student Evaluation: A student evaluation process will be organized to assess the

performance of the nursing students in narrative nursing.

- 7) Mentor Evaluation: Mentors will evaluate the students' understanding and application of narrative nursing.

1.2.2 Evaluation of Effectiveness: Nursing students will undergo assessment two days before the conclusion of their undergraduate internship.

- 1) Distribution of Clinical Nursing Record Quality: The quality of clinical nursing records will be assessed and categorized as poor, pass, good, or excellent. A complete nursing record submitted by the nursing student will serve as the assessment material.

- 2) Enhanced Training Effect Assessment: This assessment will encompass nursing knowledge, nursing skills, nursing ethics, and nursing service. It will involve a specialized theoretical knowledge and practical skills assessment, focusing on evaluating the nursing student's understanding of nursing knowledge and abilities. Additionally, a self-designed questionnaire will be distributed to assess the nursing student's personal ethics, humanistic service, and other aspects. This evaluation will be conducted by mentoring instructors, patients, and their families.

This comprehensive evaluation approach aims to gauge the nursing students' overall performance, including their proficiency in clinical documentation, application of enhanced training techniques, nursing ethics, and their interactions with patients and their families.

### 1.3 Data analysis

Statistical analysis of data was performed using SPSS software version 21.0. Comparisons of rates were made using the t-test, and statistical differences were considered to be present when the P-value was  $<0.05$ .

## 2. Results

By evaluating the distribution of clinical nursing record quality in both groups of nursing students, the control group achieved a combined rate of 83.33% for good and pass grades, while the experimental group achieved a combined rate of 96.67% for good and pass grades (Table. 1). The

experimental group exhibited a more favourable outcome (Table 2). For the experimental group, nursing staff's nursing knowledge, nursing competence, nursing morality and nursing services were better than those of the conventional group. ( $P < 0.01$ ).

**Table 1. Proportional distribution of clinical nursing record quality among nursing interns.**

Group	Poor	Pass	Good	Excellent	Excellent and Pass Rate
General	5	15	4	6	25 (83.33)
Experimental	1	11	4	14	29 (96.67)
P value					0.001

**Table 2. Evaluation and analysis of the effect of intensive training for nursing staff in the conventional and experimental groups.**

Group	Nursing knowledge	Nursing ability	Nursing character	Nursing service
Regular group	75.60±4.22	74.03±4.05	75.62±4.29	73.63±4.58
Experimental group	86.15±3.20	88.42±3.71	86.65±6.43	78.65±5.88
t	15.430	14.090	17.643	13.135
P	0.005	0.005	0.009	0.01

This indicates that the implementation of narrative nursing teaching method in the experimental group has led to a higher percentage of nursing students achieving satisfactory or higher-quality clinical nursing records compared to the control group. The results suggest that the narrative nursing approach has positively impacted the quality of clinical documentation among nursing students.

Narrative nursing has found applications in various psychological domains, including cognition, emotion, psychotherapy, and personality. In the early 21st century, narrative nursing education

methods began to gain traction in nursing education. These methods employ arts, literature, storytelling, reflective journaling, and other techniques to achieve teaching goals. Reflective journaling, in particular, enhances perception, comprehension, and the deepening of impressions and cognition of events (1). In this study, a narrative nursing mentoring approach was implemented for nursing interns. The results revealed that the experimental group, which underwent narrative nursing mentoring, exhibited superior nursing knowledge, skills, ethics, and service when compared to the

control group. These differences between the two groups were statistically significant ( $P < 0.01$ ).

### 3. Discussion

Narrative nursing highlights the importance of approaching life with respect, humility, and curiosity, rather than attempting to change patients. It emphasizes the significance of understanding and being touched by patients' experiences and lives. It is through a deep understanding of life that we can truly connect with and communicate with patients' souls. This approach is more of an attitude rather than a mere technique, emphasizing the importance of connecting on a human level. After conducting a year-long practical research, we have discovered that the implementation of narrative nursing in clinical nursing practice can effectively enhance the empathetic thinking, humanistic caring skills, and professional identity of nursing students. Furthermore, it has a positive impact on improving nursing knowledge and overall nursing abilities among these students. Additionally, we observed that narrative nursing also contributes to the development of clinical teachers' teaching abilities to a certain extent.

3.1 The implementation of narrative nursing in teaching has been shown to enhance the empathetic thinking of nursing students

Empathy, often referred to as the capacity to understand and share the feelings of others, serves as the foundation for effective nurse-patient communication (9). As nursing students enter their clinical practice, it is crucial for them to undergo narrative theory and case training. This training helps them consciously develop and embrace the core concept of narrative nursing, which emphasizes that individuals should not be reduced to their diseases. By internalizing this concept, nursing students can better adapt to the clinical learning environment and proactively engage in meaningful nurse-patient communication. Under the guidance of their teachers, nursing students engage in the process of actively listening to and

deconstructing patients' life stories. Through this process, they support patients in reconstructing the meaning of their illness, taking into consideration their past experiences. This approach aims to positively influence patients' attitudes towards their disease, encouraging them to actively participate in treatment and nursing. Ultimately, this approach fosters a sense of harmony in the nurse-patient relationship. Through the process of organizing, telling, sharing, and reflecting on real patient stories, nursing students develop a profound understanding and gain insights into the patients' situations, often surpassing that of the patients themselves. This process fosters a strong sense of empathy within the students, motivating them to actively provide genuine assistance to the patients. Moreover, this practice aids in deepening the students' comprehension and mastery of abstract concepts, while also assisting them in establishing a positive professional value system. A nursing student shared in their reflective diary, "I now understand the reasons behind the grumpiness of the elderly patient experiencing severe ascites in the compensate stage of cirrhosis. The patient consistently expressed dissatisfaction with the comfort level of the beds. Although I understand that his severe ascites resulted in breathing difficulties and his preference to sit rather than lie in bed, I empathize with his pain during that period. Instead of arguing with him, I made an effort to provide him with a comfortable seat, aiming to alleviate his discomfort." The study of nursing equips students with the ability to comprehend and empathize with others, enabling them to adopt a perspective of understanding and compassion. Developing a strong sense of empathy towards patients' negative emotions and providing genuine assistance are significant achievements of this study.

3.2 Narrative nursing teaching can enhance nursing students' sense of professional identity

Nursing is an application-oriented discipline based on practice (10). Clinical practice is a vital component of nursing education as it allows nursing

students to apply their theoretical knowledge to real-world clinical scenarios. Beyond the acquisition of practical skills, clinical practice plays a pivotal role in shaping students' professional attitude, emotions, and identity. It provides them with firsthand experiences that foster a deep understanding of the challenges and rewards of the nursing profession, ultimately cultivating a strong sense of professionalism and identity (11). Nursing students are an important reserve force for the development of nursing industry. Within the current medical system, the lack of recognition for nursing work from family members and patients, coupled with insufficient understanding and respect from other healthcare professionals, contributes to the high turnover rate of nurses. Additionally, nurses themselves may struggle to acknowledge the value of their profession. To address this issue and prevent further attrition, it is crucial to foster a sense of professional identity and cultivate a genuine love for the nursing career among interns. By doing so, we can implement a proactive strategy to mitigate brain drain, stabilize the nursing team, and promote overall job satisfaction (12). Several research findings (8) demonstrate that narrative nursing teaching has a positive impact on various aspects of nursing students' development. It aids in enhancing their professional knowledge, nurse-patient communication skills, and fostering positive team relationships. Additionally, it contributes to improvements in knowledge mastery and communication abilities, while also unconsciously strengthening their professional identity. These outcomes collectively result in the formation of a relatively stable implicit professional attitude. During the early stages of their clinical practice, nursing students find themselves in a crucial phase of developing professional behavior and shaping their career orientation. The implementation of narrative nursing teaching by clinical nursing teachers proves to be highly beneficial in this context. Through this approach, students are able to analyze the complexities of real-life cases, effectively assist patients through practical

experiences, and subsequently ignite their passion for knowledge. As a result, a genuine sense of joy emerges within them, leading to a desire to document and share their emotional experiences. This process also encourages self-reflection and facilitates meaningful communication, particularly in terms of exploring empathy and emotional engagement. Ultimately, nursing students' eyes shine bright with love and dedication for their chosen profession. Table 1 illustrates that the experimental group of nursing students reported higher scores in nursing quality, nursing morality, and nursing service satisfaction compared to the conventional group. These differences between the two groups are statistically significant, with a p-value of less than 0.05. Through the implementation of narrative nursing teaching, the correlation between nursing theory and real-life cases is strengthened, leading to an improved professional understanding of disease knowledge. This, in turn, enhances the students' ability to critically analyze and evaluate healthcare practices in a systematic manner. Consequently, nursing students are able to establish a strong professional foundation and successfully bridge the gap between theoretical knowledge and practical application.

3.3 Narrative nursing teaching can promote the active learning of nursing students

In nursing clinical practice, nurses are required to possess not only a solid theoretical knowledge base and a rigorous professional attitude, but also strong practical skills. During the clinical practice, it is essential for nursing students to develop their clinical nursing abilities. This entails the comprehensive utilization of knowledge, skills, attitudes, and values to ensure the provision of safe and effective nursing care for patients. In this study, it was observed that implementing the narrative nursing education method during nursing rounds for elderly patients' fall prevention proved to be effective. This approach encouraged nursing students to ask questions, facilitated their understanding of the relevant knowledge and methods for preventing falls in elderly patients, and

encouraged them to reflect on and propose more accurate intervention measures. Simultaneously, through engaging in activities such as listening to stories, telling stories, sharing experiences, and communication, nursing students' interest in learning is fostered. Additionally, their nursing practice abilities, patient management skills, and clinical communication aptitude are enhanced as a result of these activities. Narrative education places emphasis on experiential learning, encouraging students to shift from a passive to an active role in their education. This approach not only enhances students' interest in learning but also cultivates their awareness and initiative in the learning process. As depicted in Table 2, the findings demonstrate that the nursing knowledge and nursing abilities of interns in the experimental group were significantly higher compared to those in the conventional group ( $P < 0.05$ ). This finding aligns with previous studies conducted by various scholars, which have consistently shown that the implementation of narrative education in nursing courses enhances students' ability to engage in active learning (13).

3.4 Narrative nursing teaching has been shown to enhance the humanistic care abilities of nursing students

The essence of nursing lies in providing care, which also forms the core of nursing practice. Without care, nursing work is a mechanical task, losing the value of nursing. When nursing students transition from the classroom to the clinical setting, they often face challenges in applying their theoretical knowledge to practical situations, particularly in the area of providing compassionate care. Despite pre-job training and guidance, many students struggle with developing effective clinical caring abilities. Consequently, it is crucial for nursing education to prioritize the enhancement of students' humanistic care skills. This emphasis can significantly contribute to reducing the occurrence of adverse events in their future nursing practice. By utilizing case studies, self-reflection, peer communication, and story sharing, nursing students

can comprehensively foster the development of their humanistic care concept and behavior. By actively engaging in the narratives shared by patients or their family members, nursing students can gain a genuine and vivid understanding of the physical and psychological pain inflicted by diseases, as well as the subsequent impact on their familial and social lives. This approach enables students to empathize with patients and develop a patient-centered perspective, enhancing their ability to listen to narratives and emotionally connect with patients. Consequently, this cultivation of empathy through narrative education significantly contributes to the development of students' humanistic care abilities (14). Engaging in narrative nursing teaching can facilitate nursing students in quickly adapting to their roles, actively acquiring knowledge, and proactively providing service. By doing so, students can establish harmonious, empathetic, and coordinated relationships with the patients under their care.

3.5 Narrative nursing teaching provides support for the smooth transition from nursing students to nurses

The core idea of narrative nursing is that people are not equal to disease, disease is disease; Everyone is an expert on their own issues, and everyone has resources and capabilities. Narrative nursing is the harmony of science and humanity. Clinical nursing work is inherently practical, demanding that nursing professionals seamlessly integrate theoretical knowledge with practical skills. Throughout the process of interacting with patients, it is crucial for nursing staff to engage in continuous reflection and improvement of their behaviors. This approach not only enhances their practical skills and humanistic care abilities but also allows them to provide patients with more personalized and compassionate care. The integration of narrative nursing mode in nursing clinical practice teaching serves multiple purposes. Firstly, it enhances students' learning experience by providing them with a deeper understanding of nursing principles



and concepts. This approach also fosters the development of empathy, spiritual support, and emotional communication skills among nursing students, thereby improving their overall humanistic literacy. Moreover, the use of narrative nursing mode effectively assists students in comprehending and applying abstract nursing concepts and theories, while also honing their critical thinking abilities. This mode of teaching also prepares nursing students for the clinical practice environment, facilitating a smooth transition from student to professional nurse. Additionally, it establishes a foundation for cultivating harmonious nurse-patient relationships and enhancing patient satisfaction in future clinical work.

### 3.6 Narrative nursing teaching can improve the teaching ability of clinical teachers

Currently, traditional teaching methods have been continuously evolving in response to the changing educational landscape. However, it is observed that certain teachers still rely on traditional teaching methods that primarily emphasize one-way instruction from the teacher. This approach often inundates students with a large volume of information, leading to poor retention of content due to the lack of effective repetition. Consequently, the traditional teaching method fails to align with the demands of the present educational context. In general, the absence of a consistent teaching instructor in nursing education creates a sense of unease among interns. Moreover, the lack of understanding between different teaching instructors and interns, coupled with the absence of clear educational goals, often results in a lack of targeted education and continuous guidance. As a consequence, teaching work becomes haphazard and lacks direction, which ultimately hinders the effectiveness of the teaching process. Narrative nursing teaching offers a distinct teaching experience for both teachers and students, effectively addressing the limitations of traditional teaching methods through its unique teaching

characteristics. During the implementation of practical teaching, clinical teachers prioritize the planning and practicality of teaching rounds. This approach ensures a more comprehensive and hands-on learning experience for students. Teachers in the medical field play a crucial role in guiding nursing students to effectively apply theoretical knowledge in clinical practice. They achieve this by engaging in open communication with narrators to assess existing issues and collaborate with nursing students to analyze nursing information. Together, they identify nursing problems, develop appropriate nursing interventions, and create nursing plans. Teachers also assist in creating daily implementation schedules and, ultimately, summarize and provide a final evaluation with the guidance of the head nurse. In the process of inquiry learning based on narrative, students expand their knowledge base and cultivate a comprehensive scientific literacy. Through evaluating, integrating, and synthesizing knowledge, students develop personalized nursing plans. This approach not only enhances their understanding of nursing concepts but also fosters critical thinking and problem-solving skills. Ultimately, it enables students to apply their knowledge in a practical and individualized manner. This teaching method utilizes narrative cases and employs continuous summary, analysis, and reflection to facilitate effective teaching and learning. Notably, it possesses the qualities of replicability and strong operability, making it an easily adaptable teaching mode for clinical teachers at various levels. Through this approach, teachers can swiftly grasp the essential components of the teaching process and implement them successfully. Furthermore, compared to traditional clinical teaching methods, narrative nursing teaching has proven to be more effective in enhancing teaching quality and improving the teaching capabilities of clinical teachers. It enables the application of theoretical knowledge into practical skills, thereby enhancing nursing students' overall competency. Additionally, this teaching approach also enhances the

satisfaction levels of nursing students participating in department teaching rounds.

#### 4. Summary

In this study, the application of narrative nursing teaching methods by clinical mentorship instructors was explored and experimentally tested. The findings validate that narrative education contributes to the development of nursing knowledge, skills, ethics, and service among nursing interns. It enhances the interns' sense of professional identity and improves the capabilities of clinical nurses, thereby enabling the provision of high-quality nursing care for patients. Narrative nursing is an effective approach to ensure clinical work is standardized and standardized, thereby reducing the occurrence of adverse nursing events caused by interns. This teaching method also contributes to establishing a positive and harmonious nurse-patient relationship [31]. However, it is important to note that in this study, the educational degree and understanding ability of nursing students, as well as the professional knowledge level and narrative ability of the teachers, may have influenced the formation of only a characteristic narrative nursing training model within the department. As a result, it may not have been possible to establish a definitive best practice standard. In the future, it is recommended to establish a long-term narrative learning and practice environment. This will allow for ongoing monitoring of the changes in clinical nurses' narrative ability and humanistic literacy over time following narrative nursing training. Additionally, it is advisable to select exceptional teachers who can effectively integrate narrative nursing concepts into clinical nursing teaching. By implementing narrative teaching as a regular component of clinical nursing education, it will become an integral and standardized aspect of the curriculum.

#### Declarations

##### 1) *Consent to publication*

We declare that all authors agreed to publish the manuscript in this journal based on the signed Copyright Transfer Agreement and followed publication ethics.

##### 2) *Ethical approval and consent from participants*

This study was approved by the ethical committee of the hospital. The informed consent was taken from the participants.

##### 3) *Disclosure of conflict of interests*

We declare that no conflict of interest exists.

##### 4) *Funding*

None

##### 5) *Availability of data and material*

We declare that the data supporting the results reported in the article are available in the published article.

##### 6) *Author Contribution*

Authors contributed to this paper with the design (XMC), literature search (XMC), drafting (XMC), revision (XMC, CYL, GRX and GML), and editing (XMC, CYL, GRX and GML) and final approval (XMC).

##### 7) *Acknowledgement*

None.

##### 8) *Author biography*

None.

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