

ABSTRACT

Title: Pedagogical encounters between patients and nurses in a medical ward. Towards a caring didactics from a life-world approach
Language: Swedish, with a summary in English.
Keywords: Patient teaching, informal patient teaching, medical ward (in hospital), life-world, pedagogy, didactics, nursing care, field work tradition, observations, encounters, content, space, preparedness, didactics of preparedness.
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Patient teaching is considered as a fundamental and important nursing activity. Research reveals a focus on formal and planned patient teaching. This study is an investigation of informal patient teaching in a medical ward. The aim is to describe and understand the phenomenon of patient teaching with focus on informal teaching as well as discerning and describing the pedagogical dimensions in nursing situations. The following questions are addressed: What characterises pedagogical situations? What can be described as the pedagogical content of such situations? How can the conditions be described under which pedagogical situations take place? A qualitative study has been performed within a field work tradition. The theory of the life-world provides the ontological and epistemological basis for the study (Merleau-Ponty, 1995; Schutz, 1997). Observations were made of fifteen nurses in the course of their daily work with patients. Among the observations, 113 pedagogical situations were identified and interviews with twelve patients and six nurses were carried out.

Four main themes are presented: Characteristics of pedagogical encounters, content of pedagogical encounters, space and conditions for pedagogical encounters and nurses' pedagogical preparedness. Two types of pedagogical encounters were identified: encounters, where the pedagogical dialogue is dynamic, and encounters, where the dialogue is broken. Thus, there are potentialities in pedagogical situations, which are not utilised. In most pedagogical situations there is a focus on mediation of messages. The content of the pedagogical situations is focused on facts concerning the actual situation. From the perspective of patients, the pedagogical space is mysterious. For nurses, the pedagogical space seems to be ambiguous and pedagogical paths are not a matter of course. There is an uncertainty concerning "what" nurses can teach.

It is argued that the rich potential in pedagogical situations must be made clear in order for patient teaching to become a vital part of nursing practice. Only then will the possibilities of satisfying the patients' need for understanding and knowledge increase. Based on the results, a didactics of preparedness, founded on a life-world approach can be introduced.