

PEDAGOGICAL APPROACHES TO FOSTERING REFLEXIVITY IN CULTURAL SAFETY EDUCATION

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INTRODUCTION

Background & Significance

All cultures are heterogeneous and in constant change therefore we emphasise attitudinal change and self-knowledge (Ramsden, 1993) so that any knowledge students have/gain can be held tentatively as potential not as an imposed reality. There has been much research related to Cultural Safety there seems to be little that has investigated students' ways of knowing in the first year of an undergraduate nursing degree.

Specific Aims

- To explore and understand student needs related to their ways of thinking
- To explore the effectiveness of reflection, using on-line journaling, to students' ways of thinking about the topics
- To investigate / consider how our pedagogical approaches can support students' to stretch to more complex ways of thinking

Recruitment

All the students from one semester (n=92) were informed verbally about the study and given written information and a consent form. 59 signed consent forms were returned. The consenting students names were given to an associate not involved in the research who randomly selected 25. The associate retrieved these student's assignments and each set was given a random number

Characteristics	Potential sample	Randomised sample*
NZ European	46	15
NZ Maori	5	1
Other ethnicities*	40	9
Males	15	1

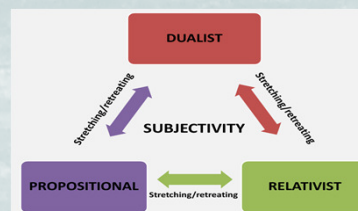
METHOD

We developed a matrix based on the work of three constructivist-developmental theorists. Our matrix had five positions: dualism, stretching to relativism, relativism, stretching to propositional and propositional. As these were first year students we were particularly interested in the shifts from dualism to relativism without excluding more complex ways of knowing.

Using the lens of the developmental framework each journal was read and reread separately by both researchers. Following the first reading we discussed our initial findings. Using the theoretical framework the different positions that students demonstrated were identified. Following a final reading we completed the matrix using our own comments and students' quotes that we believed characterised their ways of thinking about the topics in this module.

THEORETICAL MODEL

The model was adapted from Perry (1970), Belenky et al (1986), and Keegan (1994; 2001)



Stretching from dualism to relativism means to "get out from behind their own eyes" (Belenky, et al, 1986, p.115)

Belenky, M., Clinchy, B.M., Goldberger, M.R., & Tarule, J.M. (1986) *Women's ways of knowing: the development of self, voice, and mind*. New York: Basic Books
Kegan, R. (1983). *The evolving self: Problem and process in human development*. Cambridge, MA.: Harvard University Press
Perry, W.G. (1984). Cognitive and ethical growth: The making of meaning. In A.W. Chickering et al. (Eds.), *The modern American College*. San Francisco: Jossey Bass

RESULTS

Example of a more dualistic way of thinking.

stretching

Example of a more relativistic way of thinking

"I think I should keep an open mind & use other people's cultures to help me learn about my own"

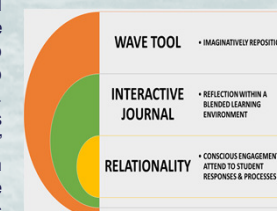
"...knowing the impact myself as a nurse has on others as well as the impact the system has ..."

Never in dualism	Stayed in dualism	Stretching to relativism	Relativist	Stretching to propositional	Propositional knowledge	Experience of racism outside the institution
6 students	4 students	17 students	14 students	7 students	3 students	8 students

- The majority (19) of students spent some time in a dualistic position
- Of the 6 students who never expressed dualistic thinking, 3 started the module in a relativist position and 3 from stretching to a relativist position
- There were two clear points at which students' thinking appeared to make a shift. These were:
 - When they reflected on the effects of colonial legislation, and
 - After watching a documentary on racism
- We were troubled though not surprised by the extent of the experiences of racism that were disclosed by students whose ethnicities were non-European

DISCUSSION

The three pedagogical strategies in the chart have emerged as helpful to students' ability to stretch to new ways of knowing. Students need safety which is enabled through tutors' emotional presence in tutorials & the iterative nature of the journal. This allows students to defend themselves when they feel challenged and also to stretch at different points in the module. Additionally, the wave tool gives them a space to imaginatively (re)position themselves in relation to the material they are engaging with.



A limitation of the cognitive model was that it did not adequately describe the thinking styles of students of non-Western ethnicities. This aspect needs further research to enable us to work meaningfully with students of different ethnicities

* To retain confidentiality ethnicities remain undefined