CODE BLUE: A NARRATIVE ANALYSIS OF THE EXPERIENCES OF NOVICE NURSING STUDENTS AFTER PARTICIPATING IN RESUSCITATION

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ABSTRACT:
Performance of CPR is one of the most challenging and enabling task for any novice health care professionals. The experiences of four novice nursing students after participating in patient resuscitation along with the guidance of code blue team were analyzed using Labovs framework, the objective of the analysis was to elicit the narratives of the students after the performance of the procedure. A rich narrative was provided by the students and they were described according to labovs framework, the narratives were further decoded and the following themes emerged out of the analysis: Positive clinical experiences, Leadership role in patient care, Increased responsibility towards patients, Passion for critical care, Role ambiguity, Emotional burden.

Key words: Narrative Analysis, Novice Nursing Students, Resuscitation.
INTRODUCTION
It is very well evident that standard resuscitation guidelines along with performance of CPR is vital in saving the life of a patient. CPR was initially developed as a treatment for acute cardiac arrest secondary to a myocardial infarction. With increasing levels of training in CPR and dedicated hospital “crash teams,” the use of CPR has gradually become more widespread, and CPR can often be attempted when the heart stops from other, less treatable causes. Studies have shown that there is an important role for the human factors such as communication, team activity, leadership skills, and teamwork in performing CPR.

Medical algorithms, technical skills, and repeated training are the classical cornerstones for successful cardiopulmonary resuscitation (CPR). Resuscitation training should not only include teaching of theoretical knowledge or memorized algorithms, but also more importantly should improve the hands-on skills of rescuers. Nurses being primary caregivers are exposed to resuscitation scenarios from their novice clinical period onwards. CPR and resuscitation is the most widely studied area technically, but very few papers are available on the experiences of nurses and nursing students who have performed CPR on patients.

It is a very vital to assess the subjective experiences of novice nursing students in providing CPR as it may further guide in improving the simulation situations in their laboratories.

RESEARCH QUESTION
What are the feelings of novice nursing students after performing CPR for the first time in a critically ill patient?

METHODOLOGY
Narrative analysis or narrative inquiry is a qualitative research approach whereby the researcher analyses the stories people create, engaging in an inquiry of asking a given question of the narrative ‘texts’ for a given purpose. This approach can help us to understand how people are representing themselves, or their experiences, to themselves and to others. It comes under the umbrella of social constructionism.

Narrative inquiry is an umbrella term that captures personal and human dimensions of experience over time, and takes account of the relationship between individual experience and cultural context (Clandinin and Connelly 2000).

Narrative analysis is a research method that is applied to a narrative by means of breaking the narrative into constituent parts that each have an integral role to play in the narrative. The narrative can be written or spoken. The spoken narrative uses the oral language which is mostly used in daily life to establish and maintain social relations while the written narrative employs the written language which is used to decipher and transfer information.

METHOD OF DATA COLLECTION
For the present study a qualitative narrative analysis method was used to collect data from four novice nursing students who were posted for the first time in a critical intensive care unit of a selected tertiary care hospital. The sampling method was purposive. The experiences of the nursing students while performing CPR along with the resuscitation team was assessed by interview method. The students shared their experiences as narrations or live stories. Lieblich et al. (1998) have identified two intersecting dimensions of approaches to narrative analysis. Categorical approaches to narrative analysis compare all references to the selected phenomenon within one interview or across several interviews, while holistic approaches seek to understand how a particular section of text is part of a life story narrated during the course of a single interview or several interviews with the same individual.
In the present study a holistic approach was used

Elements of a narrative

<table>
<thead>
<tr>
<th>The Element</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
<td>The introductory part of the narrative. A brief summary of the event to spark attention.</td>
</tr>
<tr>
<td>Orientation</td>
<td>Description of the people or characters who will interact in the story.</td>
</tr>
<tr>
<td>Complication Action</td>
<td>The actual events of the narrative. The occurrences that move it ahead.</td>
</tr>
<tr>
<td>Evaluation</td>
<td>The point, or reason, the narrative is being told.</td>
</tr>
<tr>
<td>Resolution</td>
<td>Conclusion; end of the narrative</td>
</tr>
<tr>
<td>Coda</td>
<td>Relevance of the narrative to everyday life</td>
</tr>
</tbody>
</table>

(Christensen, 2005: 42)

These elements are not necessarily present in all narratives.

These elements are not distributed in the same way in all narratives.
Application of Labov's framework to the narratives of students

<table>
<thead>
<tr>
<th>LABOV'S CRITERIA</th>
<th>SAMPLE 1</th>
<th>SAMPLE 2</th>
<th>SAMPLE 3</th>
<th>SAMPLE 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abstract</td>
<td>Felt like hero</td>
<td>I am a life saver</td>
<td>I can do anything</td>
<td>I am a real angel</td>
</tr>
<tr>
<td>Orientation</td>
<td>Could perform the act successfully. It is so different than on a dummy</td>
<td>The patient had carotid pulse after my chest compressions</td>
<td>Accountability confidence, the patients rhythm changed</td>
<td>The team leader gave good comments on her efforts confidence</td>
</tr>
<tr>
<td>Complicating action</td>
<td>Needs to practice more frequently</td>
<td>Doubts own energy resources</td>
<td>Needs to be competent in defibrillation too</td>
<td>Thinks about leadership roles</td>
</tr>
<tr>
<td>Evaluation</td>
<td>Will be more alert</td>
<td>Will be more energetic in wards</td>
<td>Will be a good learner</td>
<td>Trying to be a team leader</td>
</tr>
<tr>
<td>Resolution</td>
<td>Will participate in all attempts of resuscitation</td>
<td>Will try to be more active</td>
<td>Will try to integrate theory and practice</td>
<td>Will motivate classmates too</td>
</tr>
<tr>
<td>Coda</td>
<td>Coz of this only I am a nurse</td>
<td>That's why I prefer bedside</td>
<td>Now I can tell confidently I am a nurse</td>
<td>I will be an asset to my society</td>
</tr>
</tbody>
</table>

**Major themes evolved**

Positive clinical experiences
- Leadership role in patient care
- Increased responsibility towards patients
- Passion for critical care
- Role ambiguity???

Emotional burden

**CONCLUSION**
- The qualitative aspects in emergency medicine and nursing are the least addressed areas of research
- This could provide valuable insight to improving the human factors for resuscitation and therefore such studies should be taken up using detailed qualitative methods such as phenomenology and ethnography
REFERENCES


