



Sustained Excellence in Tertiary Teaching General Category

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"Effective learning outcomes achieved through reflective storytelling techniques provide a fertile base for deeper critical thinking."

Josie inherited the gift of storytelling from her grandfather, Alfred Crawley, who presented stories as an intriguing cache of possibilities and a way of considering multiple points of view. Learning that the story is as important to human beings as science has influenced her career path in nursing and education and now underpins her teaching practice.

Starting as a registered nurse, practising in community settings, Josie later completed a Bachelor of Arts, then a Masters in Education, while teaching prisoners, parents with intellectual disabilities; and facilitating listening courses. In 1994, she became National Education Advisor for the Royal NZ Plunket Society and for the next six years focused on community development, planning and coordinating education for volunteers, Plunket Nurses, Kaiāwhina and fieldworkers. She joined the Otago Polytechnic School of Nursing in 2000, where she works as a Principal Lecturer. Her teaching responsibilities have encompassed more than 20 courses and 3 curricula. She has a postgraduate certificate in tertiary teaching and a certificate in Mata a Ao Māori. As well as her regular teaching, she guest lectures at the University of Otago (Physiotherapy and Health Sciences) and facilitates sessions for community groups.

"Valued within the school for my narrative approach to nursing education, one of my key roles is to develop compassionate nurses."

Josie's philosophy stems from reflecting on and learning from her experience and practice as a registered nurse, counsellor, lecturer and nurse educator. She regards stories as potentially transformative teaching tools, and seeks and responds to feedback from students, colleagues and stakeholders. Her respect for individuals and concern for their success drives her to construct learning environments that enable her students to gain confidence, skills and knowledge, take increased responsibility for their education and achieve their highest potential.

Josie believes that caring partnerships are crucial in nurse education and that, in forming professional relationships with clients, students must practise empathy and compassion through listening and responsive practice. She creates and adapts narrative teaching strategies that encourage reflective awareness and draws on students' learning stories, client narratives and clinical experiences to facilitate this. She co-negotiates paths of learning for individual students and assists them to achieve the national nursing standards and reach their personal potential.

In partnership with students and industry nurses (preceptors), Josie facilitates personal, theoretical and clinical learning. Her teaching context is shaped by concentric influencing circles of curricula, Nursing Council, Ministry of Health, client and industry bodies. Using narrative methodologies, she assists students to acknowledge and value their cultural backgrounds, develop new knowledge and ways of thinking and

adopt a critical approach to their practice. Often the stories she shares resonate with individual students, resulting in interventions that enhance personal and professional growth. Whatever the setting, Josie employs teaching strategies that actively involve the students in the learning process, such as the use of Brechtian interactive roleplays, props and children's picture books. Josie pioneered the use of the latter as a teaching tool in nursing and has been published internationally since 2009. Josie uses a toolbox of quick useful methods to gain informal feedback from students, which includes Feedback Sandwich (positive comment, growth, positive comment), Body Language (to detect confusion, engagement), and Stop, Start and Continue (students leave feedback at end of class, which she responds to online).

Josie scaffolds learning to best prepare student nurses to enter the profession and make positive differences in the health sector. Her first-year students' exposure to professional nursing roles and multiple theories is supplemented by an introductory clinical opportunity which Josie originally designed and developed. One of the students' tasks during their practicum is to ascertain clients' stories through thoughtful questioning. Students were provided with a week-by-week programme to support their clinical activities, enabling them to integrate key frameworks with clinical experience.

"CHASE sparks students' individual passions. Learning in action fosters student confidence and promotes effective outcomes for community health."

In 2013, the pressure on community nursing placements made it unsustainable to retain in both year two and three of the degree. In response, Josie co-developed the CHASE Model (Community Health Assessment for Sustainable Education). She adapted community development theories and established an ethical and sustainable process of partnering with Kaitohutohu (Iwi representative), as well as designing an explicit teacher/learner ethical framework for CHASE. After being trialled and fine-tuned for three years, the current version of CHASE was published in 2017. The model is now used by students working with communities in Vanuatu and Bishop's Castle, Shropshire, Great Britain. It is also used in a Texas School of Nursing.

In 2010, Josie was awarded an Otago Polytechnic Teaching Excellence award and, last year, received an invitation to speak in Swansea, Wales, at an international conference on storytelling in health. Her teaching strategies using children's picture books, poetry and reflective learning have been used to build empathy in student-nurses in Britain, South America, Canada, areas of the United States and the Philippines. Since 2012, she has mentored many lecturers and has worked with a new academic to research ePortfolio platforms. The findings of this research have been published and her Nursing School was the first in New Zealand to incorporate this technology into an undergraduate nursing degree.

Josie has delivered 21 peer refereed presentations at national or international conferences and published 17 peer reviewed articles and chapters in education and nursing publications on the use of narratives, reflective processes, the CHASE model, empathy in practice, flexible learning strategies and rural nurse context in Aotearoa New Zealand. In 2019, she co-edited *Stories of Rural Nursing in Aotearoa: A landscape of care* which has been distributed to nurse education facilities throughout NZ and requested by several overseas health humanities centres.

"I select storytelling strategies and processes that are designed to deepen students' thinking, encourage them to listen to other perspectives, relate content to clinical contexts, and fuse their learning across courses."
