

Abstract

Developing Professional Judgment in Nursing Education: An Integrated Reflective Clinical Learning Model

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Introduction. Preparing nurses for the complexity of contemporary healthcare requires educational models that integrate clinical reasoning, ethical sensitivity, and relational competence. Reflective and humanities-based pedagogies have been increasingly proposed to support the development of professional judgment in nursing education.

Methods. This paper presents an integrated reflective clinical learning model derived from a structured three-year relational laboratory program within an undergraduate nursing curriculum. The model integrates three educational components: (1) Medical Humanities and narrative practices aimed at developing self-awareness and interpretive capacity; (2) pre-clinical simulation addressing clinical, relational, and ethical scenarios; and (3) clinical placement reflection labs where students analyze real cases from practice through three interpretive axes: clinical reasoning, ethical deliberation, and relational communication.

Results. The model creates a progressive learning pathway across the curriculum, connecting reflective humanities-based learning, simulated experiences, and clinical practice. Narrative activities strengthen relational awareness, simulation prepares students for complex encounters, and structured case reflection enables students to transform clinical experiences into opportunities for developing clinical judgment and ethical sensitivity.

Discussion. Emerging from longitudinal educational practice, this integrated model offers a coherent pedagogical framework to support the development of professional judgment and professional identity in nursing students. Linking humanities, simulation, and reflective clinical learning may contribute to preparing nurses capable of interpreting the complexity of care and acting with clinical competence, ethical responsibility, and relational sensitivity.

Keywords: Narrative Medicine, Medical Humanities, Nursing Education, Professional Identity

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