Zaltman Metaphor Elicitation Technique to identify the theory-practice connection in nurse education

Dr. Mala Arunasalam, UK,
Dr. Thayer McGahee, USA
Dr. Betty Abraham-Settles, USA
AIM

To use a marketing research tool known as Zaltman Metaphor Elicitation Technique in a nursing research study
### Theory-Practice Connection

<table>
<thead>
<tr>
<th>UH</th>
<th>USCA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>6 weeks in the classroom and skills/simulation laboratories</strong>&lt;br&gt;<strong>50% in the university and 50% in practice</strong></td>
<td><strong>14 weeks in the classroom and skills/simulation laboratories</strong>&lt;br&gt;<strong>66% in the university and 34% in practice</strong></td>
</tr>
<tr>
<td><strong>2 weeks in a practice setting where they observe and/or participate in care with the guidance of their Mentor</strong></td>
<td><strong>1 day per week for 7 weeks in an acute long term care setting providing patient care with their Clinical Professor</strong></td>
</tr>
<tr>
<td><strong>Students are allocated Mentors in practice</strong></td>
<td><strong>Each Clinical Professor is assigned a maximum of 8 students to teach in practice</strong></td>
</tr>
<tr>
<td><strong>Students work with their mentors and/or other staff. There is no standard guideline for Link Lecturers to visit students. Link Lecturers support practice staff and student nurses</strong></td>
<td><strong>Clinical Professors are responsible for student learning whilst collaborating with practice staff.</strong></td>
</tr>
<tr>
<td><strong>Mentors have completed a Nursing and Midwifery Council mentorship programme</strong></td>
<td><strong>Clinical Professors are expected to have their Nursing license and 2 years experience in the speciality in which they teach</strong></td>
</tr>
<tr>
<td><strong>Mentor are expected to spend 40% of time with students</strong></td>
<td><strong>Clinical Professors spend 100% of the time with students</strong></td>
</tr>
</tbody>
</table>
Paradigm

Interpretive

Research Design

Hermeneutic Phenomenology

Methodology

Qualitative

Method

Zaltman Metaphor Elicitation Technique
eleven-step interview protocol
Summary of Literature Review

- As a marketing research tool, ZMET is used to explore hidden thoughts and underlying mental patterns that lead to the customers’ feelings, actions and views.

- Thoughts are shaped through experiences and occur as images and not words and can be expressed through the use of metaphors - based on the principle that approximately 95% of thoughts occur at the unconscious level, 80% of communication is non-verbal.

- Each step within the ZMET interview protocol justifies the previous step and identifies that thoughts, emotions and experiences are linked.
Purposive Sampling

- Academics
  - 6 Link Lecturers
  - 6 Clinical Professors

- 1st year student nurses
  - 6 student nurses from UK
  - 6 student nurses from USA
Zaltman Metaphor Technique

Step 1: Pre-interview
Step 2: Storytelling
Step 3: Missed images
Step 4: Sorting task
Step 5: Construct elicitation
Step 6: Most representative image
Step 7: Opposite image
Step 8: Sensory images
Step 9: Mental map
Step 10: Summary image
Step 11: Vignette
Guiding Questions

- How do you see your role as a Clinical Professor / Link Lecturer with your student nurses in the practice setting?

- As a student nurse, what do you feel your Clinical Professor / Link Lecturer does with you in the practice setting?
Link Lecturers’ & Clinical Professors’ images
1st year student nurses’ UK & USA images
Data Analysis

Interpretive Phenomenological Analysis

Focus on exploring how participants make sense of the phenomena and the researcher interpreting meaning making to offer insights to the reader.
Recommendations

- Omit Step 8: Sensory images in the eleven-step interview protocol.

- Test emergent patterns with a mixed technique approach
In this research that explored Link Lecturers’, Clinical Professors’ and 1st year student nurses’ conscious and unconscious thoughts, the findings support the use of ZMET as a valid and reliable data collection method. Although the findings cannot be generalized, it offered credible and meaningful insights.
References


Questions

Email: mala.arunasalam@plymouth.ac.uk
    ThayerM@usca.edu
    BettyA@usca.edu