**Nursing Students Facing Vulnerability and Resilience: a Teaching Experience Using Films.**

**ABSTRACT**

**INTRODUCTION**

There is a tradition of using films in healthcare education. Understanding complex concepts, such as vulnerability and resilience, is fundamental to the improvement of nursing education. Because nurses frequently deal with resilience and vulnerability during their daily work, it is important to teach these concepts to nursing students. These are dimensions that raise many emotions. Movies are considered a valuable tool to promote students’ reflection on issues that characterize the caring relationship linked with emotions.

**RESEARCH AIM**

Describe and analyse how films could influence nursing education on the topics such as vulnerability and resilience.

**MATERIALS AND METHODS**

Qualitative-descriptive study was carried out through a qualitative narrative methodology. During elective activities at the Undergraduate Nursing Degree Program at the University of Turin were analysed the film reflective writings of twenty bachelor’s students during their second year. First, the students were asked to reflect on Jacques Audiard’s film *Rust and Bone* (2012), who presents two different cases demonstrating resilience dealing with disability. Then, the students reflect upon the film through the use of a topic guide and write theirs thoughts. The themes emerged were examined using a phenomenological approach.

**RESULTS**

Students reported that vulnerability is an issue everyone faces. Resilience is the most important approach that vulnerable people can use to minimise the weight of vulnerability. Participants in the study identified and highlighted key concepts of this construct, such as integration, psychological adjustment, personal growth and effective coping. In particular, the integration of a vulnerable person into a normal context, which was identified by the students, contributed to a framework within which the students’ discomfort can be contextualized (Walsh, 2003). Two main themes concerning a care-giver’s role emerged. First, care-givers must assist patients to brave vulnerability through resilience experiences. Care-givers themselves must face their own vulnerabilities. Sharing vulnerability is an effective method to succeed in dealing with disability. Students reported that vulnerability requires an integration process and a daily presence.

**CONCLUSIONS**

This study focuses on the need for nursing educators to include tools related to resilience in nursing curricula. This condition, which combines disability with vulnerability, is constantly present in the people whom future healthcare professionals will meet during their work.

The use of films improved the learning process of difficult emotional concepts in the study cohort of nursing students. In this study, the adoption of new ways to teach complex concepts to bachelor’s degree nursing students was pivotal in simplifying theories and establishing a positive connection between nursing students and their educators. The education system should consider that only through emotionally strong educational strategies is it possible to foster an enduring emotional knowledge in students.

KEYWORDS: *Cinema, Resilience, Nursing Education, Teaching Methods, Physical Challenge*

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