

Reflective Practice in Applied Learning

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Why Reflection?

‘Active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusion to which it tends’ by Dewey, J. (1933).

Legislation:

Professional commitment and accountability
(NMC, 2018; SNB, 2011)

Research:

Contribute to ongoing professional growth and
career development (Crigger and Godfrey, 2014)

Important for professional commitment, persevere
pursuing knowledge and gaining and providing
social support at workplace (Clements et al, 2016)

Adopted the Framework for Nurse Professionals Transformation (FrNP):

Develop the conception of professionalism
grounded in:

- virtue ethics
- integrates both social and character
development
- dynamic, situated, and lifelong professional
identity development

Dewey, J. (1933) How We Think. A Restatement of the Relation of Reflective Thinking to the Educative Process. DC Heath, Massachusetts.

Crigger, N. and Godfrey, N. (2014). 'From the Inside Out: A New Approach to Teaching Professional Identity Formation and Professional Ethics'. Journal of professional nursing, 30 (5), 376-382.

Clements, A. J., Kinman, G., Leggetter, S., Teoh, K. and Guppy, A. (2016). 'Exploring commitment, professional identity, and support for student nurses'. Nurse education in practice, 16 (1), 20-26.

The underpinning Framework

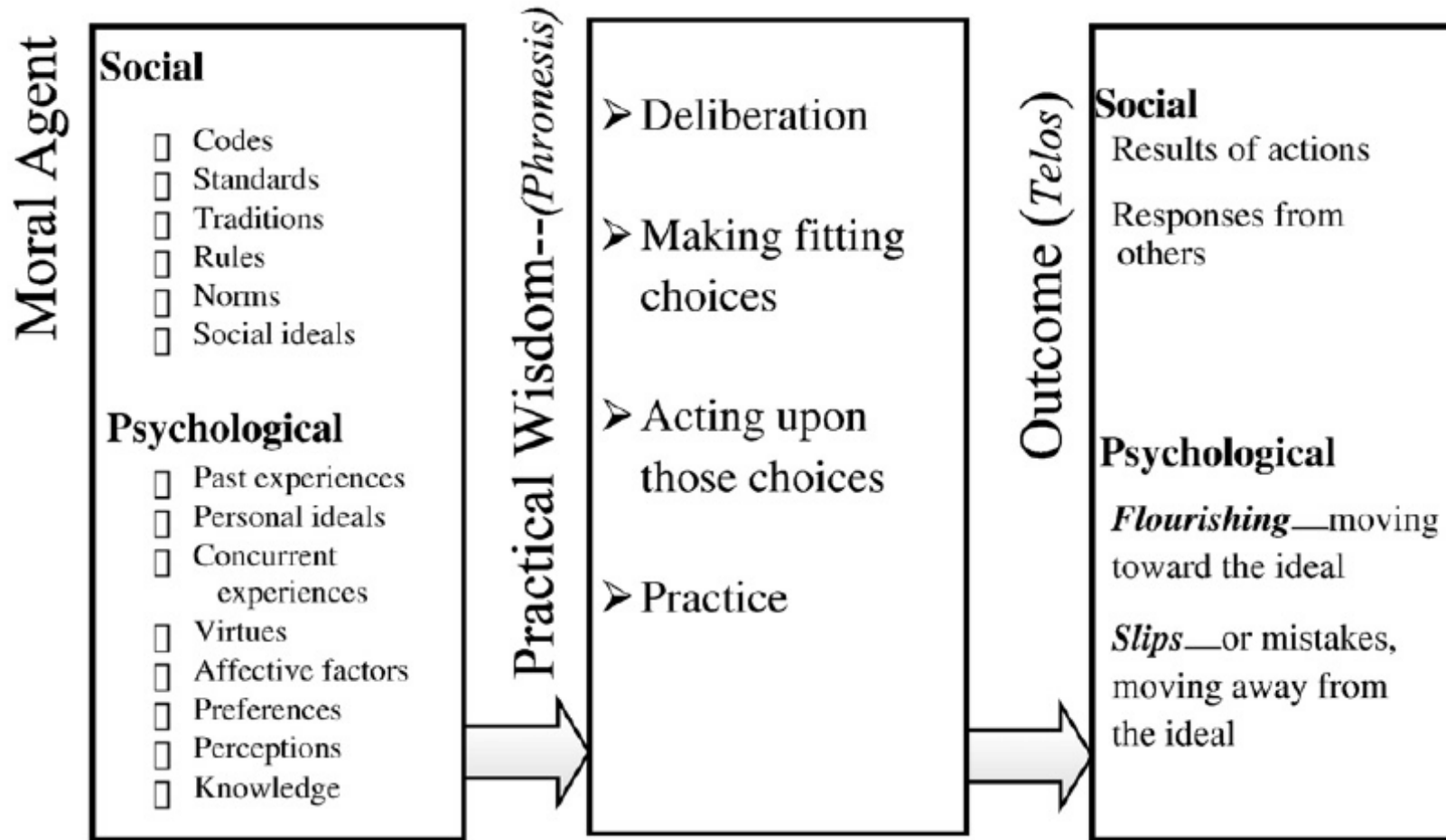


Figure 1. FrNP: The transformational process. (Adapted from Crigger, N. & Godfrey, N. (2011). The making of nurse professionals: A transformational, ethical approach. Sudbury, MA: J&B Learning. p. 60.

Module focus, teaching and learning activities

Lecture	Small Group Discussion
Reflection, thinking and knowing	My critical moment: attention to details, emotion and feelings, analysis of the situation, learning points, plan for future
Skills and attributes in reflective thinking	Self-awareness: Jorhari's window, clarify values, life map
Reflective models	Reflection, clinical teaching and learning
Writing reflective journal: Purpose, value and reason Ethical issues in writing practice reflective journal	Reflective case study: description, critical analysis, recognize own emotion
Implementation of reflective practice Me and the world, self-growth	Reflective practice in quality, innovative and patient safety, my role and team approach
Critical thinking: negotiating power and position in health care	Discuss critical and reflective thinking in practice: being a reflective practitioner and mentor

What the students achieved?

Main Themes from students' reflection on Clinical Practice

Professional value in care delivery	Therapeutic communication; person centred care
Professional self	Workplace environment; confidence; nursing knowledge; nurses' role
Professional perseverance	Deal with challenges; improved personal traits; deal with stress
Professional development and commitment	Better disposition of critical thinking; transformation; motivation; heightened self-awareness; broaden knowledge; achieve desired goals; professional development
Desired continuing reflective practice	Clinical teachers need to have better knowledge in guiding and supporting the students' reflective practice

How reflective practice improves professional development in nursing students?

Synthesis of the 5 articles

Articles/Selected themes	Safe environment	Personal/ nursing development	Understanding the importance of reflection	Closing the theory practice gap through reflection
Students' and teachers' experiences of participating in the reflection process "THINK".	✓	✓	✓	✓
All the 5 articles focused on professional and nursing development which students were more self-aware of their actions and emotions after reflective practice. Furthermore, they could gain confidence in themselves through reflecting on their experiences. Students were able to understand the importance of reflective practice when they saw how it benefited them in their professional growth.				
Students' and tutors' perceptions of the use of reflection in post-registration nurse education		✓	✓	✓
The making of a Butterfly: Reflective Practice in Nursing Education	✓	✓	✓	✓

Literature evidence:

- Validate knowledge
- Self awareness
- Manage emotions
- Manage the personal and professional needs

The students suggested:

- Introduce reflective practice framework at the beginning of nursing study
- Preceptors to be better prepared in guiding the students in reflective practice
- School E-newsletter to enable shared reflective learning

One synopsis of students' essay

Mixing of cytology and histology test in operating theatre, relied on a random marking to differentiate them

Reflective thinking leading to the realisation of these points:

Communication and clarification needs:

- *Hierarchy*-reduced the chance to speak up
- *Implicit voice theory*- belief regarding voicing out at work would be too bold or unwise
- *Defensive silence* -being ridiculed by others when ask questions, silence used as a defence

Handling of specimen

- *Labelling* - a random marking or standardised marking
- *Mental fatigue* - impact on concentration

Independent checking: Gives chance to error- implication to *collegial trust & confidence*

Recommendations and action plan

- Easy recognition of sample test
- Coloured caps as a specimen identifier
- Standardising of practice
- Double-checking with another colleague

Conclusion

- Reflection supported the students' applied learning from and through their work experiences
 - Reflective thinking can be used as an applied learning tool, to help the students develop their professionalism, identity and professional commitment
 - The reflection processes led to the exploration of moral agency and enable learners with practical wisdom. However, the focus is more on individual gains in self-insight, agency, control.
 - The critical cultural, situations, and people involved in interactions are evolving and continuously changing over time. These cannot be controlled by individuals even though choices individuals make can contribute to the larger systemic changes.
 - Research is needed in the aspect of enabling reflection and their impact on professionalism and professional identity
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