



Reflective Practice : An essential practice to all nursing students. A qualitative study.

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Degree Thesis

Bachelor of Nursing

2015

| Arcada | |
|-------------------------------|---|
| Degree Programme | Nursing |
| Identification number: | 5067 |
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| Title: | Reflective practice: An essential practice to all nursing students. A qualitative study |
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| Commissioned by: | Competence project with focus on the nursing programme |
| Abstract: | <p>Reflective practice has been widely used by practitioners from various nursing backgrounds. Many studies on reflective practice have showed positive results. Nursing students who are new to the profession are often encounter with many ethical, emotional, psychologically and social challenges.</p> <p>This study aims to explore the advantages of reflective practice to nursing students and present the challenges of such practice. The research questions were (1) What are the benefits of reflective practice to undergraduate nursing students and (2) What are the challenges that students may encounter in reflective practice?</p> <p>A literature review was used to gain more information to answer the research questions. Kolb's Model of Experiential Learning was introduced as the theoretical background. It is a model that represents the different ways of learning among nursing students. Johns Model of Structured Reflective was also introduced to the readers as a guide for reflective practice. An inductive content analysis was used to analyse all chosen articles resulted in five categories.</p> <p>The study has found that reflective practice is useful to nursing students. The practice empowers students in their profession, closing the gap of theory and practice, contribute and increase self-awareness among students as well as some other challenges that are worth paying attention to.</p> |
| Keywords: | reflective practice, nursing students, experiential learning. |
| Number of Pages: | 57 |
| Language: | English |
| Date of acceptance: | 23.5.2015 |

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Foreword

My journey of writing this thesis has been enriching and inspiring. I have learnt that nursing is not defined by the variety of clinical tasks but rather how reflective practice enables nursing students and practitioners to connect to the self, patients and assimilate both entities to create a meaningful and caring environment.

I would like to thank Gun-Britt Lejonqvist and Pamela Gray for their valuable comments and suggestions that have helped to improve my work. I would also like to extend my deepest appreciation to Niklas, my families in Malaysia and Finland and my friends for their emotional support that included many uplifting moments. They are my pillar of strength.

Last but not least, for those who are keen on embarking the challenging world of reflective practice, I wish that reflective practice will be like the “aurora borealis which serve to light the navigators in northern latitudes, they sufficed to open up fresh views to the inquiring mind of the listener, and to give a glimpse of new horizons, enabling him justly to estimate the delight an intellectual mind would have...” (The Count of Monte Cristo by Alexandre Dumas, p.136)

1. Introduction

Nursing is one of the most demanding and challenging career today but yet it is the profession that rewards nurses with extreme satisfaction. Although the role of nursing has evolved throughout the centuries, hardships and challenges in nursing are inevitable while the motive of nursing remains the same.

For example, nurses who have worked in the 19th century caring for patients with yellow fever disease were experiencing a challenging working environment with limited instruments and resources. And yet these nurses persevered working in such condition that posed great danger to their own health. As a result of their selfless work they have helped many to survive.

“These nurses cared for loved ones, family, and extended family, or they left their homes and cared for their communities during a time of death and fear. Nurses practiced in the shadows in the early part of the nineteenth century and gradually developed a reputation for making a difference in the survival of this disease [yellow fever] long before its prevention was identified. Their work was hard and filled with risk but they endure, and all they accomplished make a fascinating saga that provides new generation of nurses with role models for our own epidemics of unmanageable diseases evolving today” (D’Antonio and Lewenson, 2010, p.16)

Today, nurses are experiencing a major transition in their role. They are struggling to grasp the application of advanced medical devices in addition to their role as a nurse. Furthermore, nurses are encouraged to apply evidence-based practice as part of the caring process. Undergraduate nursing students whom are unfamiliar to such working environ-

ment could be overwhelmed by the complexity of nursing work which can also include communication barrier. They would soon realised that what they have been taught and observed at school and how they have performed during their clinical simulation practise are vastly different in reality. In reality, nursing students who perform various clinical tasks are being observed, checked and questioned by other nurses. Nursing students need to be able to provide explanation and reason for his/her action before performing it to ensure that the action is safe and free from error. Thus, such action requires a strong clinical background and the ability to think reflectively.

I did my medical and surgical training with a good friend of mine. Fortunately we found the same placement. We talked and discussed about issues that bothered us such as the pros and cons of administering strong opiod medications, about how most nurses could have spent more time with patients, how doing simple work such as serving the meal or holding their hands can be seen as an important caring process and many others. I realised that our reflective discussion was significant because it helped to minimise stress and frustration and the discussion enabled me to gain different perspectives.

Thus, reflective practice was selected as the main subject for this thesis because I personally believe that reflective practice is a valuable tool that could be useful to all nurses especially nursing students. Unfortunately, some of whom I have spoken with were overwhelmed by self-critic and guilt as a consequence of reflective journaling and did not view reflection as significant. I believe that this is not the result of reflective practice if it would have been done using a systematic and structured method. My motive of opening up the pandora box is to investigate the benefits of reflective practice from literature reviews as well as pointing out the challenges of such practice.

2. Background

2.1 What is reflection and reflective practice

Reflective practice is a practice that involved learning from experience. In Padden's article, she mentioned that "Reflection is a metacognitive process that involves thinking about the thought that occur as a situation or event is unfolding. Reflection can also occur following the event. Reflection that takes place as an incident is occurring is known as reflection-in-action; reflection that takes place after an incident is known as reflection-on-action. Both are valuable processes that allow the learner to identify awareness and recognition of situation that may involve some sort of discomfort or a need for some type of a response or action" (Padden, 2013 p.410).

Nora Vallejo provides another version of reflection her article. According to her "Reflection is being mindful of self, either within or after experience as if a window through which the practitioner can view and focus self within the context of a particular experience, in order to confront, understand and move towards resolving contradiction between one's vision and actual practice" (Vallejo, 2011 p.287).

Both authors provided a detailed definition on reflection. According to them, reflection is a continuous self-checking process. It does not only happened after an event although it is most likely the result of the event that trigger students to reflect on his/her action but one can also be reflective even before an event takes place. Since reflective practice is a repetitive process, it is important to bear in mind that it can take up to many years before students become an expert in reflective practice. They also mentioned about the "self" and "awareness" which are interrelated. Reflection enables students to become conscious

about one's feelings, thoughts and actions as a result of an experience in order to discover the self.

2.2 The process of reflection

The process of reflection is a complex process that involved emotions, criticism, information, cognition and behaviour. It is essential for nursing students who are new to the reflective approach to be aware of the transformation and development that they might experience along the process.

Freshwater, Taylor & Sherwood (2008, p.9) summarised the complexity of the process in a diagram.

The process of reflection

First stage : Awareness of uncomfortable feelings and thoughts

- **Experience of surprise**
- **Inner discomfort**
- **Affective, discriminate, judgemental reflectivity**

Second stage : Critical analysis of the situation

- **Reflection and criticism**
- **Openness to new information and perspectives; resolution**
- **Conceptual, psychic, and theoretical reflectivity**
- **Association, integration, validation and appropriation**

Third stage : Development of new perspective

- **Establishing continuity of self with past, present and future; deciding whether and how to take action**
- **Perspective transformation**
- **Cognitive, affective and behavioural changes**
- **Action**

Table 1 : The process of reflection (Freshwater, Taylor & Sherwood, 2008, p.9)

It is natural for students who apply reflective method in their practice for the first time to experience both pleasant and unpleasant feelings as described in the first stage because reflection forces that person to confront the emotions and thoughts that are suppressed for fear of revealing them. A person could experience guilt, regret, pain, anger and disappointment. On the other hand, he/she could also gain satisfaction, gladness, pride, growth through acquiring new perspectives as described in the second stage. When a reflective practise has become a habitual lifestyle of self assessment and when student is in control and has achieved full awareness of the transformation, he/she is then considered to be an experienced reflector. Although many would prefer to deny and ignore the unpleasant experience as part of a defence mechanism, but the courage to deal with the consequence will help nursing students to understand the self deeper. Johns suggested in his book that the therapeutic benefit of writing can contribute to “a better understanding of their own thoughts, behaviour and moods.” (Johns, 2013 p.34) He also mentioned that those who rather write about their experience than to avoid it with the use defence mechanism may benefit from guidance and support from reflective writing.

Freshwater, Taylor, Sherwood (2008, p.162) described that self-concept as “the individuals perception of himself, based on life experiences, and the way he sees himself reflected in the attitudes of others.” The authors wrote that the concept of self is the product of personal reflection and social interaction. They pointed out that the “self” can only be achieved through reflection and interaction with others which as a result can help to illuminate the student's understanding and connection to his/her inner self. This has also shed some light to the importance of communication with patients. It is a complex but nevertheless an exciting process of self discovery which can have a positive impact on the student as well as the patient throughout a caring process in the nursing practice.

2.3 Reflective journaling

Journaling begins from writing. Many of us have started writing from the day we were taught how to write at school. Writing has become the most fundamental way for us to express our thoughts, feelings, ideas and even anger. Writing journals allow us to discover our feelings so that we could stand back and reassess our situation from different perspectives and learn from our mistakes and as a result we gain a better understanding of the matter so that we might approach the situation differently in the future. Writing makes us wonder about our actions and question our judgement; if the actions were just or unjust, it helps us to pose important questions that make us ponder upon, it opens up new ideas, writing can unburden us by allowing us to express our feelings so that we have the strength to look beyond the horizon.

Davies *et al.* (2012, p.140) described reflective journaling as “written document that students as they think about various concepts, events or interactions over a period of time for the purposes of gaining insights into self-awareness and learning”. Although there are various ways for someone to carry out his/her own reflection such as voice recording, discussion, drawing and etc but this thesis will focus mainly on written reflection.

3. Theoretical framework

Experience is the child of Thought, and Thought is the child of Action - we cannot learn men from books.

(Beard and Wilson, 2006, p.1)

Experience is a fundamental part in nursing practice aside nursing theory. Oxford dictionary describes experience as “the knowledge or skills acquired by a period of practical experience of something, especially that gained in a particular profession” (Oxford, 2014). This can be seen when nursing students participate actively in their clinical simulations as well as in their clinical placements so that they gain knowledge and understanding of different tools and clinical applications. Such learning environments encourage nursing students to become experiential learners.

In the book written by Beard and Wilson (2006) on experiential learning, the concept is defined as “a relatively changed of knowledge, attitude or behaviour occurring as a result of formal education or training, or as result of informal experiences, (Beard and Wilson, 2006, p.7). Similarly, Kolb describes it as “Learning is the process whereby knowledge is created

through the transformation of experience” (Beard and Wilson 2006 p.19). Experiential learning has found “to be effective for learning clinical judgement promoting effective decision-making and for integrating new knowledge in a meaningful way” (Witt, Colbert & Kelly, 2013, p.174). The process of experiential learning is a spiral meaning that “when a concrete experience is enriched by reflection, given meaning by thinking, and transformed by action, the new experience created become richer, broader, and deeper” (Kolb, 2009)

According to an article by Rakoczy & Money (1995), in order to become an experiential learner, “learners must be open and perceptive to external stimuli to learn effectively ... [a] learner must be able to consider new observations in light of old perceptions ... [a] learner must be able to conceptualise in an abstract schema and must be able to test implications of concepts and hypotheses” (Rakoczy & Money, 1995. p.170).

Most of us who aspire to become nurses are more or less an experiential learners even though we have different learning styles. In the first year of nursing education, students are introduced to many theoretical nursing concepts by lecturers. During the process, students attempt to develop a sense of understanding of the concept. Then, they study the concept and apply it in the clinical lab simulation. The learning process in lab simulation is then transformed into a more active learning environment where multiple observations and numerous discussions take place. Students are taught to think critically and to rationalise an action before performing it on the mannequin in the lab. Such learning environment supports students with the necessary space and opportunity to commit mistakes without harming the patient while providing students with a moment for reflective thought which is extremely crucial in the real nursing world. Reflection can be done through discussion with clinical lecturer and other participants to find a meaningful solution that can be used in the next lab simulation. Lab simulation enables students to apply and transform a nursing

concept which students have learnt from lectures into an experience so that learning is made possible.

These different stages of learning experience in experiential learning is further discussed by using Kolb's Experiential Learning Cycle (1984) which will be used in this thesis because it incorporates reflection observation as one of the most fundamental learning method that can lead nursing students to become a reflective experiential learners.

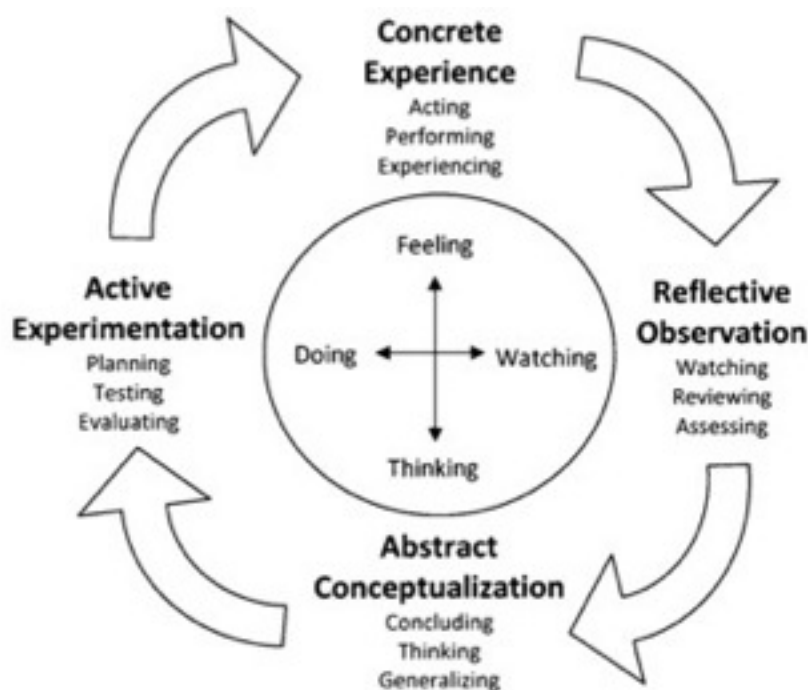


Figure 2: Kolb's Experiential Learning Cycle (Witt, Colbert & Kelly, 2013, p.174)

Kolb suggests that a learning cycle is complete when students have experienced all the four different components.

3.1 Introduction to Kolb's cycle

Kolb's cycle is divided into four important components such as Concrete Experience, Reflective Observation, Abstract Conceptualization and Active Experimentation. The circle in the middle represents various learning variables such as feeling, watching, thinking and doing that will be explained further.

3.1.1 Concrete Experience

After gaining theoretical knowledge, students are exposed to different types of clinical lab exercises in simulation or clinical placement. They are expected to participate and observe how a task is carried out in the correct way, they are allowed to touch and feel the instruments and perform the clinical task under supervision of a teacher or nurse.

3.1.2 Reflective Observation

Once students have gained theoretical knowledge and concrete experience, they are encouraged to consciously reflect on what he/she has learnt. Reflective observation can be done in various ways. It can be done prior, during or after an experience has taken place. Reflective observation is a powerful action because it optimises a learning opportunity through gaining valuable new insights while unravelling one's conflicting emotions. There are many reflective models that are available so it is important for students to select a model which he/she is comfortable with. The author will introduce Johns Structured Model for Reflective Practice in this thesis.

3.1.3 Abstract Conceptualisation

In this component, students attempt to create a theoretical model of what has been observed or performed. This component will be challenging due to that nursing students might not be familiar with other theoretical models available. Nevertheless, students can be actively searching for a model from other resources e.g website or library that support the performed action or a model that can improve the action.

3.1.4 Active Experimentation

In this component, students are ready to experiment the model that they have selected in their future clinical placement or lab simulation.

3.2 Kolb's learning styles

As mentioned before, Kolb's learning cycle also incorporates various learning styles which are known as variables. The learning styles or variables are known as Feeling, Thinking, Doing and Watching. Figure 3 represents Kolb's learning style with the four learning components in a matrix. For example, the component of Active Experimentation involves Doing and Feeling variables which result in Accommodating while Doing and Thinking variables result in Converging. The component of Reflective Observation involves Watching and Feeling variables which result in Diverging while Watching and Thinking variables which result in Assimilating. Experiential learners as suggested by Kolb often apply Watching and/or Doing learning approach throughout their learning experience.

| | Doing (Active Experimentation [AE]) | Watching (Reflective Observation [RO]) |
|---|---|---|
| Feeling (Concrete Experience [CE]) | Accommodating (CE/AE) | Diverging (CE/RO) |
| Thinking (Abstract Conceptualization [AC]) | Converging (AC/AE) | Assimilating (AC/RO) |

Table 3: Kolb's learning styles matrix (Witt, Colbert & Kelly, 2013, p.175)

3.2.1 Diverging

Diverging style involves Feeling [CE] and Watching [RO]. Learners with diverging learning style participate actively in brainstorming ideas. They tend to view a situation from many different perspectives. They work better in groups and usually receive personal feedback.

3.2.2 Assimilating

Assimilating styles involves Watching [RO] and Thinking [AC]. Learners with assimilating style are more interested in abstract concepts and ideas. They prefer a more structured learning approach such as learning through diagrams, pictures, models and etc.

3.2.3 Converging

Converging style involves Doing [AE] and Thinking [AC]. Learners with converging style are known to be a problem-solver. They like looking for solutions and practical issues and are more keen on the technical tasks while paying less attention to people and interpersonal aspects. They enjoy working with new ideas, simulate and work with practical applications.

3.2.4 Accommodating

Accommodating style involves Doing [AE] and Feeling [CE]. Learners with accommodating style prefer group work. They prefer hands-on approach and rely mostly on their intuition and like experimental approach as a way to solve a problem.

A learner has to fulfil the four components of the learning styles to complete the cycle. But he/she can excel in one or many components in the matrix. From the matrix, it is obvious that both diverging and assimilating learners which learning styles involve a great deal of observation tend to be more reflective than the rest of the groups. One thing that is important to pay attention is that it is impossible to conclude that an experience reflector is either or both diverging and assimilating learner based on the matrix because every person has a very dynamic and complex learning styles. It is also a flaw to conclude that these are the only learning styles available.

4. Model for Structured Reflection

Nursing students can apply reflective model to help them to analyse an experience. Johns suggested that they should first review all models of reflection that are available out there and select one that is most suitable. He also stressed that all models of reflection are only tools for practitioner to access reflection and it is not a list of instructions for reflection.

There are several other models of reflection today such as the reflection-on-action and reflection-in-action model by David Schön, Gibbs reflective cycle (1988), Rolfe reflective model (2001) and “What” reflective model by Driscoll (2000) to name a few.

MSR or the Model for Structured Reflection is selected for this thesis because it is a widely used model for reflective practice among nursing practitioners. Furthermore, MSR model have shown the potential in facilitating students in developing self-awareness (Johns, 2013). It was first designed by Christopher Johns in 1991 that focused mainly on what the nurse needs in order to nurse the patient. Since then the model has developed more in depth which included environment and internal world of healthcare practitioner. The model consists of five phases; Preparatory, Descriptive, Reflective, Anticipatory and Insight.

Preparatory phase

- **Bring the mind home**

Descriptive phase

- **Focus on a description of an experience that seems significant in some way (balance between experiences that were affirming and experiences that were problematic)**

Reflective phase

- **What issues are significant to pay attention to?**
- **How were others feeling and why did they feel that way?**
- **What was I feeling and what made me feel that way?**
- **What was I trying to achieve and did I respond effectively?**
- **To what extent did I act for the best and in tune with my values?**
- **What knowledge did I or might have informed me?**
- **How does this situation connect with previous experiences?**
- **What assumptions govern my practice and what factors influence the way I feel, think and respond to the particular situation?**

Anticipatory phase

- **How might I reframe the situation in order to respond more effectively?**
- **What would be the consequences of responding differently for the patient, others and myself?**
- **What factors might constraint me responding in new ways?**
- **How do I NOW feel about this experience?**

Insight phase

- **What insight have I gained? (framing perspectives)**

Table 4 : Model for Structured Reflection (MSR) (Edition 16) (Johns, 2012. p 37)

In the Preparatory phase, students are encouraged to recall the event as clearly possible.

The Descriptive phase allows students to describe the event or a phenomena that occurred during the event that was found significant. In the Reflective phase, students are guided in analysing the event or the significant phenomena by focusing on his/her actions, emotions, consequences, background knowledge and even the respond from people who

were involved which can include staff, patient and family. Anticipatory phase allows students to reflect on the appropriate solution that could have been useful and also the possible challenges that could arise. Finally, the Insight phase is where students gain new perspective with valuable knowledge from the experience.

5. Aim of study and Research questions

There are many evidence which suggested that reflective practice has contributed more benefits than harm to nursing professionals. Thus, the aim of the this thesis is to investigate what are the benefits of reflective practice to undergraduate nursing students and types of challenges mentioned from the literature review.

The research questions are:

1. What are the benefits of reflective practice to undergraduate nursing students?
2. What are the challenges that students may encounter in reflective practice?

The hypothesis would be that reflective practice which involves a complete honesty of self-assessment is beneficial to the students because it helps to discover new perspectives and create self-awareness. Nevertheless, such action will clearly cause some unwanted emotions to resurface and it will be problematic if students do not know how to confront them. Situation as such will likely lead to self-guilt and the result of reflective practice will prove to be counterproductive.

6. Methodology and Materials

According to Polit & Hungler (1995, p.15-16) qualitative research methods involved “the systematic collection and analysis of more subjective materials, using procedure in which tends to be a minimum of researcher-imposed control” and such method intends to “emphasize the dynamic, holistic, and individual aspects of the human experience and attempt to capture in their entirety, within the context of those who are experiencing them.” Thus, qualitative method is selected because the results from the selected articles were mainly generated and involved personal experiences in reflective practice.

The methodology applied for this thesis is literature review. Literature review is used to “ascertain what is already known in a relation to a problem of interest” and it is essential “in providing the researcher with perspective on the problem necessary for interpreting the result of his or her study” (Polit & Hungler, 1995, p.70). Even though reflective practice is rather a new approach among professionals, there are ample of evidence that support and challenge such practice from the literature reviews. The author applied an inductive method to interpret and extract the data from selected articles.

6.1 Data Collection

Since reflective practice is a well known subject, the data collection for articles was rather uncomplicated and less demanding. The search was done on Nelli portal through Arcada webpage. It was not essential to perform the search on many databases because the author intended to focus more on the quality rather than the quantity of the articles. Since the goal was to find the most suitable articles, the author only limited to 2 databases which were Sage Publication and Ebsco. Furthermore, data collection was also performed at Arcada's library by browsing through the nursing journals. Although the keywords generated a great amount of articles but only some were selected based on a few criterias and exclusions. The exclusions were that the articles contained different target groups, unrelated topics, several were inaccessible while others contained too little information that can be used in this thesis. A few criterias for selecting the articles were based on if the articles showed any relevant information that could answer the research questions and the target group which is undergraduate nursing students. Special attention was paid to the green relevancy indicator bar which appeared on the side of every article on the result page. The author only read the articles with higher relevancy indicator because they were considered more relevant to the topic. As a result, although the search gave more than 100 hits but only a few of the articles had high relevancy indicator. Thus, not all the articles were read.

The mind-map below shows how the search was generated and keywords chosen for the search as well as the amount of articles generated.

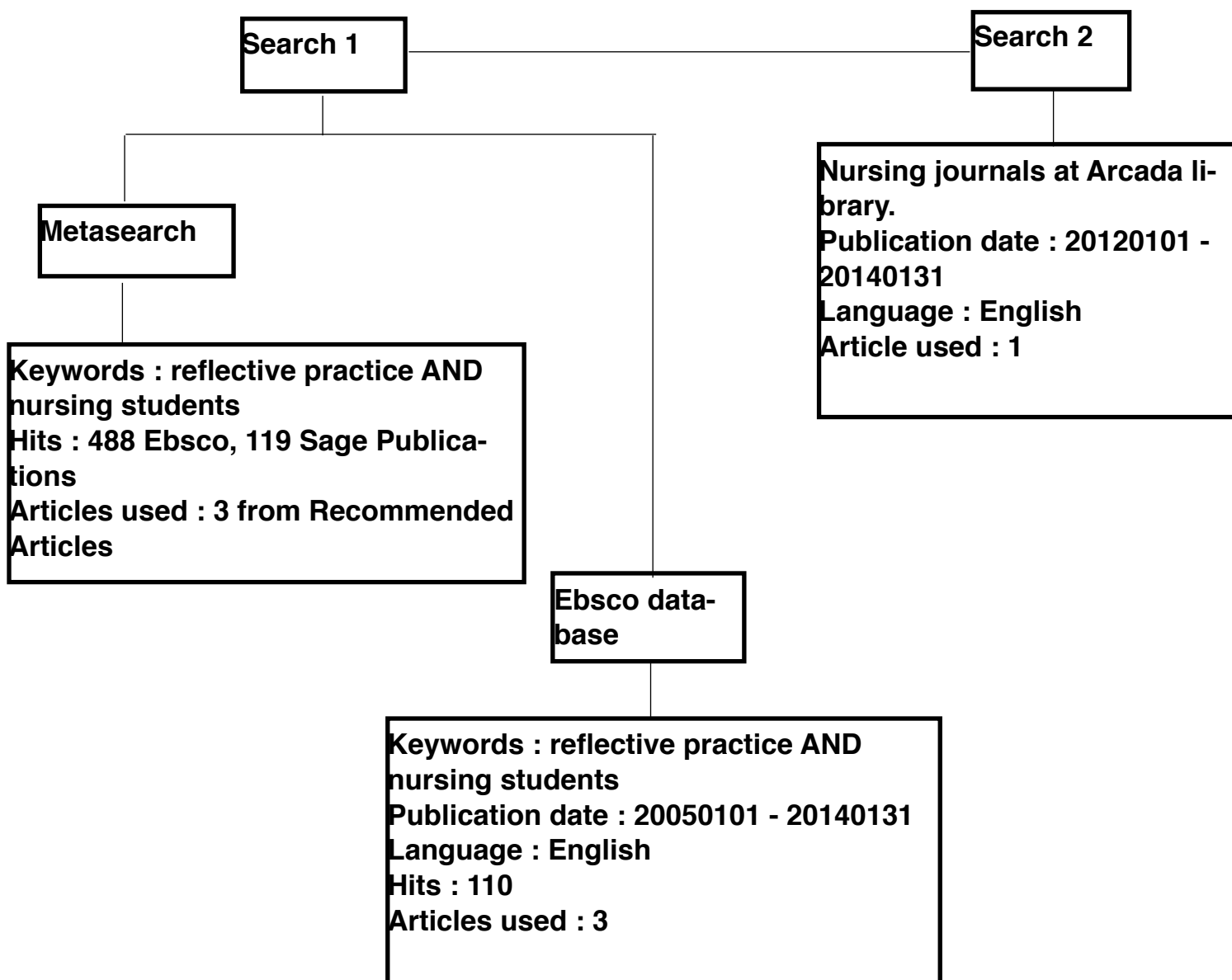


Figure 5: A simple mind-map on how the articles were searched

6.2 Selected Articles and Books

A compilation of all the selected articles, authors, years, source of publications were written accordingly on a word document in the computer. This is to enable the author to keep track on which articles that were selected for this thesis, add more articles if necessary and to avoid reading/selecting the same article from the search. Although, many articles were read and compiled but were not selected due to the irrelevant contents that did not answer the research questions. If more articles would have been found, then the compilation would be in alphabetical or chronological order.

Table 6: A table of all selected articles

| Article Type | Year | Author | Title | Aim | Method | Conclusion | Subtopic in thesis |
|--------------|------|-------------------|--|--|-------------------------|---|---------------------|
| Article | 2007 | Barry McBrien | Learning from practice- Reflections on a critical incident | To critically examine an incident from professional practice, and demonstrate how reflection can challenge personal and professional development | Self-reflective journal | Reflection have the potential to assist practitioners to tap into knowledge gained from experience and connect theory to practice | Becoming self-aware |
| Book | 2013 | Christopher Johns | Becoming a reflective practitioner | - | - | Reflective practice can create empowerment | Empowerment |

| | | | | | | | |
|---------|------|--|---|--|--|--|---|
| Article | 2013 | Davies, Reitmaier, Smith, Mangan-Danckwart | Capturing Intergenerativity: The use of student reflective journals to identify learning within an undergraduate course in gerontological nursing | To present an analysis of student reflective journals as part of an evaluation of an undergraduate gerontological nursing course | Students write reflective journals based on visitation to older adults | Studies found that students become aware, making connection, seeing the unique person and valuing intergenerational relationships | Becoming self-aware |
| Book | 2008 | Freshwater, Taylor, Sherwood | International Textbook of Reflective Practice in Nursing | - | - | - | Becoming self-aware |
| Article | 2011 | Ida Katrine Riksaasen Hatlevik | The theory-practice relationship: reflective skills and theoretical knowledge as key factors in bridging the gap between theory and practice in initial nursing | To study relations of nursing students acquired reflective skills, practical skills and theoretical knowledge on their perception of coherence between theory and practice | Correlational study | Reflective thinking is not merely a generic skill but rather a skill that depends on the acquisition on relevant professional knowledge and experience | Bridging the gap of theory and practice |
| Article | 2009 | Mei Chan Chong | Is Reflective Practice a Useful Task for Student Nurses? | To examine the perceptions of student nurses towards reflective practice in their clinical practice | Cross sectional descriptive survey | Even though some students were skeptical with reflective practice, they found it useful | Usefulness of reflective practice among undergraduate students. Challenges |

| | | | | | | | |
|---------|------|----------------|---|--|--|--|--|
| Article | 1995 | Rich, Parker | Reflection and critical incident analysis: ethical and moral implications of their use within nursing and midwifery education | The aim is to pick out examples of interactions between students and clients or between any members of the multidisciplinary teaching from students reflective journals. | Critical incident technique | It is clear that from the students' experiences that the use of reflection has potential to expose vulnerabilities that threatened their coping mechanism and increase anxiety levels, | Challenges |
| Article | 2013 | Sarah Dolphin | How nursing students can be empowered by reflective practice | To describe how an incident during the administration caused the author to examine critically the events that occurred and their effect on the patient and practitioner and to learn from them | Self reflective journal | Reflective practice has been beneficial. It has positive effect on self-awareness | Empowerment Becoming self-aware |
| Article | 2005 | Smith A Jack K | Reflective practice: a meaningful task for students | To ascertain whether students found reflection to be a meaningful activity, | Focus group interview and web discussion board | Indicated skepticism but identified that reflection had a positive impact on the practice of students more able to embrace the process in a meaningful way | Usefulness of reflective practice among undergraduate students |
| Article | 2011 | Vallejo Nora | Reflective case study applying Johns' model for reflection | Applying Johns' model for structured reflection on personal experience | Self reflective journal | Applying Johns' model for structured reflection unearthed further facets of knowing previously undiscovered. | Empowerment |

6.4 Data Analysis

The content of selected articles were analysed inductively. Induction is described as “the process of reasoning from particular observations and facts to generalisation. It involves integrating what one has experienced or learned into some concise and general conclusion” (Polit & Hungler, 1995, p.108). Thus, a lot of time has been devoted into reading the articles while paying attention to the context. Reading the abstract provide a good amount of useful information of the entire research paper. The abstract has a rich content that summarises the purpose of the research, the findings and conclusions. Then, the sub-headings in the article are worth reading as they provide useful relevant informations on the topic. Finally, the implications and conclusion subheadings are not to be missed. A short summary was written on the front page of every article by the author. This is to enable the author to access quick information about the article without reading through it several times. Such effort has saved a lot of time and energy. Relevant meanings and words from the articles that could be used in this thesis were underlined with red ink. These meanings and words were then categorised into different themes which were then presented as results.

The tables below show how the meanings and words from literatures were grouped into different themes.

| Author(s) | Author Index | Type of material |
|--------------------------------|--------------|------------------|
| Chong Chan Mei | [1] | Article |
| Smith A., Jack K. | [2] | Article |
| Dolphin Sarah | [3] | Article |
| Hatlevik Ida Katrine Riksaasen | [4] | Article |
| McBrien Barry | [5] | Article |
| Rich et.al | [6] | Article |
| Christopher Johns | [7] | Book |
| Freshwater, Taylor, Sherwood | [8] | Book |
| Davies et.el | [9] | Article |
| Vallejo Nora | [10] | Article |

| Units of meaning and Author Index | Theme |
|---|--|
| reflective practice was useful and improve competencies. [1] | Usefulness of reflective practice among undergraduate nursing students |
| provides evidence of skills development and increasing clinical competence. [2] | |
| reflection has positive impact on the practice. [2] | |
| students who perform better in reflective practice are also reflector themselves. [1] [2] | |
| time constraints. [1] [2] | |
| focus more on positive experience [1] | |
| focus more on negative experience [2] | |
| advice to reflect on one good and one bad experience. [7] | |
| empower facilitates practitioner towards self-realisation. [7] | Empowerment |
| empowerment and confidence through reflection. [3] | |
| encouraged me to seek out information and skills [10] | |

| Units of meaning and Author Index | Theme |
|---|---|
| the binding role of theoretical knowledge and reflection as a way of bridging the gap between theory and practice. [4] | Bridging the gap of theory and practice |
| reflective practice had played a role in applying appropriate theory into nursing practice. [1] | |
| reflection as being mindful-of-self [7] | Self-awareness |
| becoming aware, making connections, seeing the unique person and valuing intergenerational relationship. [9] | |
| reflection on experience has highlighted many personal beliefs, frustrations and personal complexities. [9] | |
| ..explore my feelings and my self-awareness..[3] | |
| personal awareness [8] | |
| highlighted many personal beliefs, frustrations and personal complexities inherent within nursing practice [5] | |
| ..ethical and legal implications for other people. [6] | Challenges |
| left nursing students with heavy burden of guilt [6] | |
| highlighting problems which are sensitive through reflective journal cause ethical dilemmas for both student and teacher. [6] | |
| violation of privacy.[8] | |

Table 7: Categorisation of different themes from selected articles

7. Results

The results from the selected articles are categorised and presented in several themes such as Usefulness of reflective practice, Empowerment, Bridging the gap of Theory and Practice, Becoming Self-Aware and Challenges.

7.1 Usefulness of reflective practice

In her article published in *Asian Nursing Research*, Chong (2009) investigated if reflective practice is a useful task for nursing students. The results of the finding indicated that it was difficult for nursing students to maintain a reflective diary due to lack of time and supervision but nevertheless students found that reflective practice was useful and it would improve their competencies. Such phenomena coincides with Smith & Jack (2005) findings on a separate article. The result also revealed that students are more inclined to reflect on positive events which according to the author was “contrary to Smith (2005) findings that students reflect on negative issues more than positive issues” (Chong, 2009, p.118). This shows that reflective practice does not only limit to one type of experience but the action can be performed on a positive and a negative experience. However in Johns book, he suggested that “practitioner focus on one experience that was good and one experience that was less good” to avoid “negative thinking about self and practice” (Johns, 2009, p. 31). Chong noted in her article that students discovered that they are able to make decision wisely from reflective experience. In both articles by (Chong, 2009) and (Smith & Jack, 2005), the authors found that students who performed better in reflective writing than their peers were also reflectors themselves. This shows that reflective practice is a process that requires discipline and over time one can become an excellent reflector.

7.2 Empowerment

Over the years, nurses are stressed to become a reflective practitioner because “Reflection intends to be empowering, enabling the practitioner to act on insights towards realising desirable practice.” (Johns, 2013, p.8).

In his book, Johns described empowerment as ‘the practitioner having the commitment and courage to take action towards realising more effective practice or a better state of affairs. This requires an assertive and political voice that is heard and is listened to within the corridors of power’ (Johns, 2013, p.8). Many healthcare working environment consist of hierarchal and systematic working order. This indicates that rank or position that somebody holds is significant because it gives him/her the power and authority to make decision. As a result of the hierarchal working order, “nurses have been socialised to be powerless and subordinate as such, they are unable to respond to liberating opportunities when they present themselves and yet so many nurses’ voices are silent or suppressed for fear of sanction” (John, 2013, p.8). Johns presented a very strong truth about the submissive role of nurses as a result of hierarchy working order in most health care settings.

One thing that can be certain is that health professionals can create a more empowering and respectful working environment with less authoritative working order only if all professionals (physician, nurse, specialist, physiotherapist and etc) work together as a team and every individual feels that each has equal responsibility towards the patient's well-being. Thus, it is important for nurses to believe that they belong to a team in a caring situation because they are playing a vital role in ensuring patient's wellness and also act as the patient's advocate. As a result, they must not hesitate but have the courage to voice their opinions and view about their practice freely. And such realisation can only come from self-reflection.

Johns added that “Reflection, by its very nature, facilitates empowerment of practitioner towards self-realisation” (Johns, 2013, p.8). The author meant that reflection can empower someone by promoting personal and professional growth such as the development of abilities and talents among the nurses so that they become confident in their work performance. Such phenomena can be seen in Dolphin (2013) about what she wrote in her reflective journaling that reflective practice has helped her to voice out her needs to her supervisors and such empowerment and confidence made her to continue reflecting in the future. Similarly, in an article by Vellejo (2011), she concluded that reflective practice had made her rediscover the amount of knowledge she has and inspired her to pursue new knowledge that could improve her practice as a nurse.

7.3 Bridging the gap of theory and practice

“Reflection as a skill in nursing seeks to blend theory and practice. Professionals use reflection to uncover knowledge in and on action.” (Freshwater, Taylor & Sherwood, 2008, p. 142).

Theoretical knowledge serves as a fundamental foundation in nursing practice and is the backbone of every nursing education. Nursing education equips students with various clinical knowledge but often every nurse works differently in the clinical settings in comparison to what they learned in nursing school. You may often hear that some said “we do things differently in practice than what we were taught at nursing school.” Contradiction as such creates a gap between theory and practice which leaves students vulnerable to commit error while putting patients at a great risk for danger due to clinical mishaps. In order to

minimise the gap, students need to be able to foresee the risks and complications with the help of reflection while applying the theoretical knowledge.

Hatlevik (2011, p.869) wrote that “Reflection, critical thinking, reflective practice and other related concepts are widely used in the nursing literature and have been proposed as methods of bridging the gap between theory and practice and of developing and articulating tacit knowledge”. The author also concluded in her article that students need help and assistance to develop reflective skill while establishing a strong theoretical background in the early part of the nursing education could be beneficial in promoting consistency between theory and practice. This coincides with Chong (2009) about most students recognised that reflective practice had enable them to apply suitable theory into practice thus closing the gap between theoretical knowledge and practice.

7.4 Becoming Self-Aware

Oxford Dictionary describes self-awareness as a “conscious knowledge of one's character, feelings, motives and desires” (Oxford Dictionary, 2014).

“Being self-aware enables us to identify our strengths and also those areas that can be developed. If we do not know our good and bad points then we are less likely to be able to help others” (Jack & Smith, 2007, p.47). The authors meant that knowing one strengths and weaknesses are important because such awareness can reveal the knowledge the nurse acquired, the skills that he/she applies and the limitations he/she encounters which are essential to promote a caring environment for a patient. The authors added that self-awareness can enable the nurse to be aware of the surrounding that might cause anxiety and thus taking a better control through organising and planning in advance to prevent un-

desirable situation. They also commented that it is important for us to acknowledge our emotions so that we can channel out the irrational and negative thoughts. Such action can heighten the level of self-awareness and self-knowledge and as a result practitioner could help others more effectively. Similarly, Johns (2013) wrote that reflection can create self-awareness as it enables students to look into themselves and question their actions, emotions, response and experience as they recall the event in their own words, transform the learned knowledge into a new insight and understanding that can be used in future. Similar ideas were also presented by (Jack & Smith, 2007, p.51) that “reflective practice helps us to examine our thoughts and feelings - not only our reactions to these but also the effect they may have on others.”

Thus, reflection is a powerful tool that cannot be taught but can only be achieved through reflective practice. It is a tool that can enhance students’ self-awareness by helping them to discover the self in order for them to create a caring environment for their patient. As a result, reflective practice is important for undergraduate nursing students as they are no longer working in a trial-and-error simulation environment in their clinical placement and the decisions that they make are crucial to ensure the safety of the patients.

Davies *et.al* (2013) concluded that reflective journaling by students in gerontological nursing has resulted these students to become more aware of the experiences related to ageing. Students described that the challenges that they faced during their interactions with elderly people had given them new insights on how they perceived elderly adults and helped them to reflect and analysed their personal biases and stereotype of older people and ageing. Such action implied that reflective journaling can contribute and strengthen self-awareness which is the core of reflective practice according to Johns. Similar result mentioned in McBrien's article (2007, p.131) about his own reflective journaling, “This reflection on experience has highlighted many personal beliefs, frustrations and personal

complexities inherent within nursing practice.” A reflective journal written by Dolphin (2013) mentioned that reflecting on her action has helped to turn the negative experience into a more positive one and has impacted her self-awareness and communication in a positive way as well as enhancing her practice.

Moreover, Freshwater, Taylor & Sherwood (2008) commented that reflection facilitates the practitioners to form their identity as they begin to discover themselves and the way they relate themselves to their patients, rather than having an identity that is formed purely by their surrounding. Thus, many would agree that doing is not nursing but rather how a nurse does it that really makes a difference. For example, asking questions like “What would I do for my patient to elevate his/her suffering if I were him/her”, “What are the ways that I can help to activate these elderly people”, “How can I foster a caring relationship with my patients at the same time managing the administrative tasks” and etc. The authors noted that reflection helps students to discover the importance of their practice that could contribute to self-awareness and thus helping them to act strategically upon the situation rather than reactively.

7.5 Challenges

In a study carried out by Rich and Parker (1995) on the ethical and moral challenges of reflection and critical incident analysis use within nursing and midwifery education wrote that since reflective journaling done by the students were example of poor practices within the healthcare setting and while it is important to reflect upon such experience but at the same time such practices have affects on the confidentiality on people such as the staff, relatives, patients, ward and even the institution. On the contrary, the authors also commented that students may have unresolved guilt and grief if they are not allowed to reveal some informations. Thus, it is extremely vague on how much information can a student

discloses in her reflective journaling and to what extent does a piece of information is considered to be personal. Since it is important to uphold patient's confidentiality, names of those involved and the place where the event has taken place, lecturer must introduce ground rules as to how some delicate informations shall be and shall not be disclosed in the journaling.

Since reflective journaling written by students are usually read by lecturer, the question of ethical dilemma arises as to whether it is appropriate for a third party who does not physically participated in the experience has the right to read the journal. On one hand it is important to promote discussion in a safe learning environment where confidentiality is uphold but on the other hand these real incidents which occurred in clinical settings may implicate the nature of professional practice.

Freshwater, Taylor & Sherwood (2008) challenged the significance of reflective practice. The authors questioned the action of breaching one's privacy such as allowing a third party to read and comment on a student's reflective diary which is regard as a personal documentation can affect students' perception towards privacy. In other words, how can a student respects someone else's privacy when his/her own privacy is violated.

Rich & Parker (2005) also commented that it can be quite a painful experience for students to reflect on problematic experiences when they are still experiencing strong negative emotions such as anger, frustration, grief or sadness. Students usually tend to repress negative emotions as a sign of defence mechanism but one can starts to wonder how does opening up a wound helps the healing or in other words how does reflective practice help students who are still battling these strong emotions to look on a more positive side after a traumatic event.

Rich & Parker (1995, p.1055) commented that “students have negative feelings about the use of reflective writing in education. Their main concern appear to be difficulty in expressing their thoughts and issues such as intrusion of privacy. They suggest that the provision of adequate support and guidance is essential.” Thus, it is essential to have a supportive mentor who is well aware of the reflective practice concept to guide students and help them to overcome any struggles or dilemmas along their reflective journey. If a reflective practice is not done properly as it should be, students might be overwhelmed by negative feelings and thoughts that can be discouraging and as a result they do not view reflective as a useful tool for growth.

Johns (2013) also pointed out that “students may be resistant to revealing self, that reflection becomes a type of surveillance, assessment and control” (Johns, 2013, p.22).

Revealing one self or an action in writing is very intimate that nobody wishes it to be read by someone else. Thus, it is important for the lecturer to give a complete assurance to the students that their actions will not be judged or criticised because “Reflection should not be used as a method of assessing competencies of decision making, ethical awareness or professional development” but rather “an opportunity for an individual to identify, and perhaps even discover, another facet of their being” (Freshwater, Taylor & Sherwood, 2008, p. 114). It is also essential for lecturer to grasp and understand the purpose of reflective practice as a way for a nursing student to unload his/her emotions but at the same time seeking an opportunity for growth and maturity. A positive outcome of reflective journaling can only be achieved when a strong trust and reliability between students and lecturer is established.

In Chong's article (2009) she reported that “students also perceived both positive and negative experiences” after the experiment but did not mention in what manner did the

students find reflective experience as negative. Nevertheless, Chong (2009) and Freshwater, Taylor & Sherwood (2008) expressed similar views about healthcare professionals who are constantly experiencing time constraint which poses a challenge to reflective journaling. Freshwater, Taylor & Sherwood (2008) wrote that many healthcare professionals do not view the time for reflection as part of patient care and as a result reflective practice is often ignored. Practitioners do not feel that it is necessary to participate in group reflection because they view themselves as individuals rather than team players. Similar idea was presented by Chong (2009) who pointed out that many nursing students feel that the time use for reflection in clinical placement will keep them away from the exciting world of real nursing.

Lastly, Chong (2009) suggested in her article that mentor support for students during their reflective journaling must be implemented to ensure that reflective practice is beneficial for them. Mentors must obtain the knowledge of reflective practice and it is important for students to receive feedback from their mentors on their reflective journaling. (Rick & Parker, 1995) provided several ways to overcome the challenges mentioned here. They strongly advised that reflection should always be supervised and coached by an experienced lecturer, ground rules must be identified and incorporated prior to reflective journaling, reflective practice should be based on a structured and systematic framework and reflective discussion should be held in small groups in a safe environment

8. Justifications and Limitations

The reasons for selecting David Kolb's Experiential Learning model were because the model represents the way nursing students gain their theoretical knowledge in the classroom and how they apply the learned knowledge in the laboratory and practical training. The model identifies very precisely what experiential learning encompasses by listing out

the different components. The model has also included an important component that is Reflective Observation. Other model which has been considered was the Problem-based Learning model (PBL). PBL emphasised greatly on learning through problem solving in group setting which is mainly carry out in educational environments such as classroom or laboratory. It is undoubtedly that PBL method has shown successful result in developing critical thinking skills among nursing students as it has described by (Shin & Kim, 2013). Since PBL belongs mainly to a problem-solving description and does not describe a general idea of a learning process, it was therefore not selected as the theoretical framework in this thesis. Although the author felt that Kolb's model was found to be suitable however it is not the only model that represent and describes a person's learning behaviour.

The author wanted to introduce a more comprehensive and structured reflective model to the reader. A reflective model that guides student in his/her reflective journaling and at the same time stimulate the thoughts and emotions which eventually helps to develop a strong sense of self-awareness. As a result, the Model for Structured Reflection (2002) by Christopher Johns was found to be the most appropriate model. A few reflective models that have been considered were the Gibbs's reflective cycle (1998) and "What?" model of structured reflective by Driscoll (2000). Both models from Gibbs and Driscoll are simple and easy to follow for someone who wish to try reflective journaling for the first time. However, the author did not feel that those models are comprehensive enough to guide students to develop self-awareness which is one the goals in reflection. Johns Model for Structured Reflection (MSR) is perhaps one of the most widely used model in reflective practice. The model emphasised greatly on the "self" throughout one's experience as well as the patients, others and environment. Johns model enables students to unravel the conflicting emotions and thoughts after an experience and to prepare students on coping with similar conflict in the future.

The results from the studies which were specified in most of the articles were observed from nursing students whom were mainly in their final year of the nursing degree programme and nursing staffs from different level of nursing education. Therefore, it is unknown if reflective practice will present similar results for first year undergraduate students in a nursing degree programme. For example does the amount of experience in clinical training that a student has exposed to has any correlations to the efficacy of reflective practice. Another limitation is that the studies were mainly conducted by nursing colleges and nursing professionals from different countries which could indicate the many differences in the nursing education. Thus, it is uncertain if the method of reflective practice carried out by these nursing colleges with the nursing students have any correlations to the results of reflective practice presented. In other words, did the students receive any guided lectures on reflective practice prior to their journaling.

9. Research Ethics

The Finnish Advisory Board on Research Integrity termed research ethics as “to following an ethically responsible and proper course of action in research, as well as identifying and preventing fraud and dishonesty in all research” (Tutkimuseettinen neuvottelukunta, 2012-2014). See Appendix A to find the essential guidelines of research ethics that are outlined by the board.

The author has applied the rules of Good Scientific Practice in Studies outlined by Arcada, University of Applied Sciences to prevent ethical carelessness and negligence.

The Good Scientific Practice involves similar guidelines outlined by the Finnish Advisory Board on Research Integrity. The plans for this thesis were agreed with and approved by

the supervisor from the faculty of nursing at the institution. All materials that are applied in this thesis work were searched through a reliable databases from Nelli portal.

All quotations, contributors and references are in their original form and the results from the scientific articles were interpreted as the way they were presented in the articles to avoid fabrication, falsification and plagiarism. The author's work has been carried out with utmost responsibility and reliability.

10. Discussion

The results from literature findings have found to be consistent to the background work on reflective practice especially on the increased of self-awareness through knowing the “self”. As consequences, reflective practice has shown to benefit students to become more self-aware, empowered students in their future decision making, closing the gap of practice and theory thus improving their competencies in the nursing field.

Although reflective practice has resulted with many positive outcomes among students, it is nevertheless one of the most challenging practice for it challenges students emotionally and psychologically. For someone to disclose an event which has caused a patient with serious complications in his/her profession is not only embarrassing but a painful experience. It is not an experience that anybody wishes to remember let alone to be read by a lecturer. Students are also challenged to be completely honest about his/her actions, thoughts and feelings throughout the journaling. This can be challenging if that person does not believe that the action performed is deemed as wrong and inappropriate according to the code of profession. Such practice also demands a lot of time from students apart from their clinical training. The questions of how much information shall be included in the

reflective journal and how these private journals are handled after read by lecturer are still quite uncertain.

Kolb's experiential learning cycle defines explicitly the process of becoming experiential learner. Four different components have been identified mainly Concrete Experience, Reflective Observation, Abstract Conceptualisation and Active Experimentation. Kolb has also defined four major learning styles which are Diverging, Assimilating, Converging and Accommodating with the combination of any two variables such thinking, watching, feeling and doing. As a result, it is not sufficient for a nursing student to learn and apply a certain knowledge without putting much effort on reflecting upon it because it is quintessential to understand the reasons for the action. When students reflects upon an experience, a new knowledge and understanding are then created. This is how reflection and experiential learning process are intertwined and inseparable from each other, that is to say reflection is the essence of an experiential learning process and the process itself is incomplete without reflection.

Model of Structured Reflection (MSR) by Christopher Johns are introduced to the reader. The model is selected because it defines reflection in a conscientious manner, by involving the self, others and environment thus creating a well-formed structure that can guide students throughout their reflective practice.

11. Conclusion and Recommendation

Although, reflective practice has been found to be extremely useful and beneficial to students in nursing practice, it is nevertheless a practice that comes with many emotional challenges as consequences. As recommendation, it would be interesting to investigate how these reflective practitioners overcome the many emotional challenges and to investigate what are the coping strategies that they apply. In conclusion, students must recognise the usefulness of self-reflective practice and embrace the application of reflective practice in any nursing situations.

As Johns quoted, "Reflective practice is being like Newton's Child, turning over pebbles, while great possibilities of wonder stretch out ahead of us into eternity" (Johns, 2013, p. 290).

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13. Appendices

Appendix A

1. The research follows the principles that are endorsed by the research community, that is, integrity, meticulousness, and accuracy in conducting research, and in recording, presenting, and evaluating the research results.
2. The methods applied for data acquisition as well as for research and evaluation, conform to scientific criteria and are ethically sustainable. When publishing the research results, the results are communicated in an open and responsible fashion that is intrinsic to the dissemination of scientific knowledge.
3. The researcher takes due account of the work and achievements of other researchers by respecting their work, citing their publications appropriately, and by giving their achievements the credit and weight they deserve in carrying out the researcher's own research and publishing its results.
4. The researcher complies with the standards set for scientific knowledge in planning and conducting the research, in reporting the research results and in recording the data obtained during the research.
5. The necessary research permits have been acquired and the preliminary ethical review that is required for certain fields of research has been conducted.
6. Before beginning the research or recruiting the researchers, all parties within the research project or team (the employer, the principal investigator, and the team members) agree on the researchers' rights, responsibilities, and obligations, principles concerning authorship, and questions concerning archiving and accessing the data. These agreements may be further specified during the course of the research.
7. Sources of financing, conflicts of interest or other commitments relevant to the conduct of research are announced to all members of the research project and reported when publishing the research results.
8. Researchers refrain from all research-related evaluation and decision-making situations, when there is reason to suspect a conflict of interest.
9. The research organisation adheres to good personnel and financial administration practices and takes into account the data protection legislation.

(Tutkimuseettinen neuvottelukunta, 2012-2014)

14. Sammanfattning av examensarbete på svenska

Introduktion

Reflekterande praktik är en inlärning process från en upplevelse. Processen handlar mycket om hur personen upplever en situation genom att vara medveten om olika känslor som uppstår under processen samt försöker att undersöka situation för att hitta en lösning till det. Det finns vissa studenter som tycker om att diskutera sådant problematiska situationer med andra elever och lärare men Johns (2009) föreslog att det är ett terapeutisk sätt att skriva ner hela upplevelsen för att det möjliggöra man att reflektera på egna tankar, känslor och handlingar som kan bidra till en bättre kännedom av sig själv. Reflekterande process är en mycket utmanande process som kan beskriva i 3 olika steg enligt (Freshwater, Taylor & Sherwood, 2008 p. 9). Första steget beskriver om att man kan bli överväldigat med negativa känslor såsom besvikelse, ilska och kan vara mycket själv kritisk. Den andra steg har man förmåga att analysera en situation på ett kritisk sätt och inte mera fokuserad om de negativa känslorna och man är öppen till nya information och perspektiv. Tredje steg av processen beskriver om utveckling av nya perspektiv som leder till åtgärda.

Teoretisk ramverk

Kolb's Experiential Learning Cycle (1984) är introducerades som min teoretiskt ramverk. Det är en intressant ramverk för att det beskriver hur vi, som sjuksköterska studenter, brukar kallas som "experiential learner", lära oss i skolan. Kolb's krets innehåller fyra komponenter som framställer en inlärning process. I första komponent som kallas för "Concrete Experience", studenter är utsatta för olika kliniska simuleringar efter de har genomgått den teoretiska delen i klassrummet. Studenter är uppmuntrad att delta och observera hur en klinisk uppgift framförs på ett korrekt sätt i simuleringen. I andra komponent som kallas för "Reflective Observation" handlar om hur studenter reflektera om vad

hon/han har lärt sig och sin åtgärda om en situation som har gått fel till exempel vad gick fel i situationen, varför det gick fel, hur har det hänt, vad var det som gjorde att jag har begått en sådant misstag, vad är för konsekvenser och hur kan jag undvika det i framtiden och så vidare. Reflekterande observation kan ske antingen före, under eller efter en upplevelse.

I tredje komponent som kallas för "Abstract Conceptualization" beskriver om studentens försökt att skapa en teoretisk model som beskriver om allt som hon/han har observerat eller uppfört. Det kan vara en utmaning att skapa en egen model men studenter kan använda modellen som är tillgängliga och applicera modellen i olika vård situationen som beskrivs i "Active Experimentation" komponent.

En model för reflekterande praktik

En strukturerade model för reflekterade praktik har tagits från Christopher Johns som heter "Model for Structured Reflection". Den modellen är mycket omfattande och kan vägleda studenterna i deras reflekterande praktik. Modellen innehåller 5 olika faser. Första fasen, "Preparatory phase", fokuserar om att sätta uppmärksamhet på sig själv liksom meditation, blir man mera medveten om egen känslor och tankar. Andra fasen, "Descriptive phase", beskriver att man fokusera om en viktig och betydelsefull upplevelse som hon/han har genomgått. I tredje fasen, "Reflective phase" försöker man att svara på frågorna som möjliggöra man att undersöka upplevelsen på ett kritiskt sätt till exempel vilken problem som har uppstått, hur mådde de andra och varför, hur mådde jag och varför, vad försökte jag att uppnå och har jag agerat på ett effektivt sätt, till vilken utsträckning har jag agerat för det bästa och enligt mina värderingar, vilken kunskap hade jag or kanske informerade mig, hur har denna situationen sammanhänga till föregående situationen, vilka faktorer påverkar mina känslor, tankar och hur jag agera i en situation. Den fjärde fasen, "Anticipatory phase", beskriver om hur kan man agera på ett bättre sätt i framtiden för att undvika

samma situationen till exempel, hur kan jag agera mer effektivt nästa gång, vad är konsekvenserna till patienten, andra och mig själv om jag agera på ett annorlunda sätt, vilka faktorer som kan hindra mig att agera på ett annorlunda sätt och hur mår jag nu om upplevelsen. Den sista fasen, "Insight phase", frågar om vilken insikt eller perspektiv har jag fått.

Metodologi

Mina frågor för denna examensarbete är " Vilka fördelar kan en sjuksköterska studerande få genom reflekterande praktik" och "Vilka utmaningar kan studenter uppleva under reflekterande praktik".

En kvalitativ metod tillämpades i litteratur studier och alla litteratur artiklar tolkades med induktiv metod. Söktjänsterna som har använts var Ebsco och "Sage Publications" genom Neli portalen. Sökord som har använts var "reflective practice AND nursing students" samt andra söknings kriteriers såsom hur mycket relevanta är dem artiklarna som hittades, kan de artiklarna svarar på examensarbetes frågor och målgruppen måste vara sjuksköterska studerande. En speciellt uppmärksamhet ägnades på den gröna indikator som finns bredvid varje artikel som indikerar hur mycket relevant är en artikel med sökordet. Exkludering faktorer är att artiklarna är otillgängliga, vissa artiklar innehåller för lite information för att kunna används som materialet i examensarbetet och andra innehåller olika målgrupper. 8 artiklar valdes ut samt 2 böcker för analysering.

Resultat

Resultatet visades i 5 olika tema såsom Nyttighet i Reflekterade Praktik (Usefulness of reflective practice), Egenmakt (Empowerment), Överbrygning av klyfta mellan teori och praktisk (Bridging the gap of Theory and Practice), Att bli mer själv medveten (Becoming Self-Aware”) och Utmaningar (Challenges).

Nyttighet i reflekterande praktik

Chong (2009) bevisades att studenterna insåg att reflekterande praktik är nyttig och det skulle förbättra deras klinisk kompetens men de också tycker sådant praktik är mycket tidskrävande och dem saknades handledning. Samma utredningsresultat kan bevisa i Smith och Jack (2005) artikel. Enligt Chong (2009), studenterna var mera benägen att reflektera om positiva än negativa händelser vilken som är tvärtemot med Smith (2005). Det betyder att man kan applicera reflekterande praktik i båda positiva och negativa situationer. Däremot, Johns (2009, p.31) föreslog i sin bok att “man borde fokusera om en händelse som är positiv och en som är mindre positiv för att undvika negativ tanke om sig själv”. Chong (2009) beskrivs i sin artikel att studenterna har bättre förmåga att göra beslut från reflekterande praktik. Båda Chong (2009) och (Smith & Jack 2005) märkte att de studenter som presterar bättre i sådant praktik är också själva en reflektor. Det betyder att reflekterande praktik kan ta lång tid innan man blir en utmärkt reflektor.

Egenmakt

Johns (2012, p.8) beskrev i sin bok att egenmakt handlar om ens förpliktelse och mod att handla eller reagera på ett mer effektivt sätt. Sådant handlingen kräver att personen är med stark vilja och ha en bestämt röst som kan få alla att lyssna. Johns tillägga att reflekterande praktik kan främja egenmakt genom själv-förverkligande. Han menade att reflekterande praktik kan stärka en person genom att främja personligt och professional utveck-

ling så att personen kan bli mer självsäker in sin arbetsprestation. Dolphin (2013) skrev i sin journal att reflekterande praktik har hjälpt henne att tala ut om sin behov till handledaren och sådant praktik har förstärka henne genom att vara mer självsäker. En likadan resultat hittades från Vellejo (2011 s.290) artikel som hon har kommit fram att “reflekterande praktik har en stor inverkan av min kännedom och ha uppmuntrat mig att söka efter informationen och kompetens som kan förbättra mitt arbete...”

Överbrygning av klyfta mellan teori och praktisk

Resultatet har visat att reflekterade praktik är ett viktigt medel för att överbygga klyftan mellan teori och praktisk. Ett gemensamt vård utbildning är viktigt för alla vård studerande för att de ska lära sig viktiga vård teorier och ska kunna utföra vård aktiviteter på ett korrekt sätt. Tyvärr, det finns många sjuksköterskor som arbetar på sitt eget sätt till exempel att ta blod prov, att sätta en kanyl och att dela medicinerna utan att använda handskar även de har lärt sig på skolan att handskar är alltid nödvändiga i alla vård situationer för att skydda sig själv och patient. Sådant situation orsakar en stor klyfta mellan teorier, det vill säga vad har man lärt sig i vård utbildningen, och hur arbetar man på sjukhus. Om klyftorna blir allt för stora, kan det finns en risk för olycka och en missuppfattning om hur arbetet ska utföra på ett korrekt och säkra sätt. Studenterna som praktisera på sjukhus kan också få en fel uppfattning om vårdarbetet. Hatlevik (2001, s.869) påstod att “Eftertanke, kritisk tankesätt, reflekterande praktik och andra relaterade koncept som används i vård litteraturer har visat sig som en metod för att överbygga klyftan mellan teorier och praktik samt att skapa en artikulerande tyst kunskap (tacit knowledge)”. Författaren föreslog i artikeln att studenterna behöver hjälp och handledning för att utveckla en reflekterade kompetens genom en stark etablering på teoretisk bakgrund i början av en vård utbildning så att det kan frambringa en bra sammanhang mellan teori och praktisk. Detta sammanfaller med

Chong (2009) artikel att studenterna tyckte att reflekterande praktik har möjliggjort dem att applicera en lämplig teori inom praktisk.

Att vara själv medveten

Oxford lexikon (2014) beskriver själv medveten som "att vara medveten om egna karaktär, känslor, motiv och begär". "Att vara själv medveten kan möjliggör oss att identifiera våra styrka och andra området som kan bli utvecklad. Om vi känner inte till vår stryka och svaghet då är det osannolikt att vi kan hjälpa andra" (Jack & Smith 2007). Författarna menade att det är viktigt för en vårdare att känna och förstå sig själv för att sådant medvetenhet kan uppenbara kunskapen som vårdaren har fått, vårdarens kompetens samt begränsningar som spelar en viktig roll att främja en omsorg miljö för patienten. Författarna också tillägger att själv medvetenhet kan tillåta vårdaren att vara medveten om sin omgivning som kan orsaka stress eller som är problematisk och därmed kan vårdaren ta en bättre kontroll av omgivningen genom en bättre planering för att undvika en icke önskvärd situation. Johns skrev att reflekterande praktik kan framstå själv medvetenhet för att det kan möjliggöra vård studerande att se inom sig själv och fråga sina handlingar, känslor och respons samtidigt som studerande återkalla upplevelsen i egen beskrivning. Sådant reflekterande handling kan förvandlad till en ny inblick och förståelse som kan användas i framtiden.

Dessutom, Davies *et.al* (2013, s.144) sammanfattade i sin artikel att reflekterande dagbok från vård studenter visade att studenterna blev mycket mera medveten om upplevelsen som var relaterad med åldrande process. Studenterna beskrev att de olika uppmaningar som upplevde under handlingar med äldre människor "ha orsakat de att reflektera och att se äldre människor i en olika perspektiv" och "reflektera på och utvärdera deras personliga fördömer om äldre människor och åldrande". Detta betyder att reflekterande praktik kan

frambringa och främja själv medvetenhet som är kärnan i reflekterande praktik enligt Johns. Samma resultat visades i McBrien's (2007, s.131) artikel om sin reflekterande dagbok. "Sådant reflekterande handling har framhäva många personliga troföreställningar, frustationer och personliga komplexitet som är inneboende inom vård praktik". En annan reflekterande dagbok skrev av Dolphin (2013, s.23) nämnde att reflektera om sin handling har hjälpt henne att vända den negativa upplevelse till en mer positiva och den har en "positiv effekt på min själv säkerhet och kommunikation och styrka min praktik".

Utmaningar

I en studie av (Rich & Parker, 1995) om etiska och moral utmaningar som nämnde att det är oerhört viktigt för vård studenter att skriva en reflekterande dagbok på grund av dåligt arbetsprestation men sådant handling kan ha en stor inverka på sekretess åt personal, anhörig, patient, avdelning och institution. Tvärtom, skrev författarna att studenter ha inte möjlighet att själv reflektera om de kan inte avslöja vissa informationen i dagboken. Således är det väldigt oklar om hur mycket information som anser är tillräckligt och personlig. Dessutom, lärare måste introducera några viktiga grund regler om vilka informationen skall eller inte skall avslöjas i dagboken. Andra etiska problem som uppstår angående om lärare som är tredje parti har rätt att läsa dagboken som skrev av studenten eftersom lärare var inte involverad i vård processen.

Rich & Parker (2005) kommenterade att det kan vara mycket smärtsam för studerande att skriva ner sin upplevelse på ett reflektivt sätt samtidigt genomgår starka och negativa känslor som ilska, frustration, sorg eller vemod. Studerande vanligtvis förtränger de starka känslorna på grund av försvarsmekanism men man kan undra hur kan reflekterande praktik hjälpa studerande som kämpar fortfarande med negativa känslor att se på en mer positiva riktning. Författare skrev att "studerande har negativa känslor om användning av re-

flekterande praktik i utbildningen. De är bekymmer över svårigheter att skriva om sina tankar och andra viktiga frågor om sekretess. De rekommenderar att det är oerhört viktigt för studerande att få tillräckligt stöd och vägledning”. (Rich & Parker, 2005, s.1055)

Johns (2013) poängterade att “studerande kan vara resistent från att avslöja sig själv, att reflektion anser som en metod av övervakning, bedömning och kontroll” (Johns, 2013, s. 22). Det är mycket viktigt för lärare att försäkra studerande att det är mycket olämpligt för lärare att kritisera en sådant reflektivt dagbok eftersom dagboken är inte ett skrivarbete som visar hur mycket vård kunskap och kunnande har man i en vård miljö. “Reflektion skall inte vara en metod för att bedöma ens kompetens av beslutsfattande handling, etiskt medvetenhet eller yrkeskunnig utveckling men snarare en tillfälle för en individ att identifiera, och eventuellt att upptäcka en annan fasett av tillvaro” (Freshwater, Taylor, Sherwood, 2008). Dessutom, det är viktigt för lärare att förstå och begripa syfte av reflekterande praktik som ett sätt för studerande att lossa sina känslor men samtidigt söker ett rum för utveckling. Ett positiv resultat av reflekterande praktik kan endast uppnå genom en stark förtroende och tillförlitlighet mellan studerande och lärare.

I Chongs artikel (2009), hon skrev att studerande upplevde båda positiva och negativa upplevelser från reflekterande praktik men nämnda inte på vilket sätt var det en negativ upplevelse. Författare också beskrev att tidsbrist och brist på klinisk stöd är de utmaningar i reflekterande praktik. En likadan insyn beskrev av (Freshwater, Taylor, Sherwood, 2008) som reflekterande praktik kan vara en utmaning under en stor påtryckning och tidsbrist som upplever av vård personal. Författare kommenterade att många av vård personal tycker inte att de tiderna som tillbringas i reflekterande praktik är en del av patient vård och sådant praktik är ofta ignoreras. Vård personal tycker inte att det är nödvändig att delta i en grupp reflektion för att de inser själva som en individ och inte en av arbetsgruppen. För-

fattare poängterade att många vård studerande tycker att tiderna för reflektion ska hålla dem borta från den spännande värld av sjukvården.

Diskussion

Reflekterande praktik har visat att vara förmånligt till vård studerande. Det har bevisat att sådant praktik kan öka studerandes själv medvetenhet, möjliggöra studerande att fatta ett bättre beslut i framtiden, förverkliga evident baserades praktik i vård situationen samt öka studerandes kompetens i olika vård miljö. Dessutom, reflekterande praktik kräver mycket öppenhet och ärlighet från studerande i sin skrivning och som konsekvent kan det vara en väldig överväldigande situation för vissa personer att beskriva om sina känslor med ord. Sådant praktik kräver också mycket tid samt förtroende mellan lärare och studerande. Det kan vara problematisk särskild det gäller sekretess frågan om hur mycket information kan det innehålla i en dagbok och hur dagboken ska behandlas efter studerande har lämnat in dem.

Rekommendation och Slutsats

Fastän reflekterande praktik har visats att vara oerhört viktigt för studerande, det är dock en praktik som är kräver många känslomässiga processer. Som en rekommendation, det skulle vara intressant att utreda hur sådant människor some applicera reflekterande praktik överkomma de olika känslor utmaningar samt anpassningsstrategier som finns.