

CLINICAL PLACEMENT COORDINATORS

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REFLECTIVE PRACTICE FOR NURSING STUDENTS

Reflective Practice: helps you to learn through your everyday experiences and link theory to nursing practice. It helps you to develop critical thinking that will improve the quality of your nursing care. Undergraduate student nurses are entitled to 4 hours per 35 hour week (non- accumulative). Post Registration Children Nursing Students (PRCNS) are not entitled to protected reflective practice as part of their working hours. However, the PRCNS are facilitated 2 x 8hour days in CHI at Crumlin and 1 x 4hour day in UCD Reflective Practice.

Reflective practice within CHI at Crumlin is supported by Nurse Practice Development Coordinators, Clinical Placement Coordinators (CPCs), Clinical Nurse Managers, Clinical Nurse Facilitators and preceptors throughout all clinical placements. Please refer to the guideline 'Guideline on Reflective Practice for Nursing Students undertaking Nurse Registration Programmes'. Students are encouraged to engage in reflective practice during every clinical placement.

Structure of Reflective Practice:

Reflective practice may be unstructured or structured. You are encouraged to reflect daily within the clinical area via nursing handovers, meetings, reviewing notes, discussions with preceptors/staff/CPCs and colleagues. Structured reflective practice is facilitated by CPCs for all undergraduate nursing students during every clinical placement. Some days are facilitated in partnership with UCD. These sessions vary from one hour up to an eight hour day and are based on reflective cycles. Students are encouraged to identify topics for exploration during reflective practice. These sessions incorporate a variety of approaches, including group work, visual aids (DVDs, vignettes), case study presentation and discussion. Senior students are invited to some reflective practice sessions to allow senior and junior students to engage and learn from each other.

Common topics/themes include:

- . Impact of hospitalisation /significant illness on child and family
- . Family centred care
- . Advocating for children & families
- . Parental experiences
- . Nursing priorities for children in their care
- . Linking theory to practice (examples)
- . Individual scope of practice
- . Dealing with a clinical incident
- . Risk Management
- . Communication

Attendance:

Reflective practice is mandatory and a record of attendance is maintained. Clinical Nurse Managers and Clinical Nurse Facilitators are aware of your reflective dates. It is your responsibility to arrange your duty to ensure you can attend these sessions. If you are experiencing any difficulty, please discuss this with your CPC. If your clinical area is busy or if a valuable learning opportunity arises, it may be more appropriate for you to remain in the clinical area but please inform your CPC. If a student consistently does not attend reflective practice sessions, the CPC

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will discuss this with the student. Students are encouraged to maintain a record of their own reflective practice attendance.

Participation:

Students are expected to actively engage in reflective practice. Participation includes active engagement within group work, presenting ideas/opinions and active discussion. These sessions can be facilitated face to face or virtually via Zoom® or WebEx®. Each student has a role to play within group work and all viewpoints are valued. Pre-reading or preparation work is required for some sessions and it is mandatory that this is completed on time. If a student has not completed any work as requested, they may not attend the reflection and will return to the clinical area. Any student who does not actively participate or repeatedly fails to produce preparation work will have this addressed by their CPC/NDPC as a professional issue.

Confidentiality:

Children, families and staff members' names and details must remain anonymous during all reflective practice sessions and within all documented reflective practice tools. If a student is concerned about a nursing practice issue or a group identifies unsafe practice, the CPC may need to further discuss the issue with the individual student concerned and may bring this issue to the attention of the relevant clinical area/Nurse Practice Development Coordinator.

Documentation:

Templates are available for preparation work, students may develop their own format also. Please ensure you complete any preparation documentation as discussed above.

Reflective Diary:

Students are encouraged to use a Personal Reflective Diary from Stage 1. It is important to find time to reflect on your day and write down some of your thoughts. This is not reviewed by CPCs and is considered your personal responsibility. Reflections may include: Experiences that went well or those that you found difficult

- How you feel about your experiences
- What you have learnt
- Whatever you feel is important to you
- Identify your learning needs

Reflective Practice Templates: Your reflective practice templates are part of your NCAD. This will be used during RP sessions where you share experiences with your colleagues and CPC's. Scenarios are discussed and reflected on using a Reflective Framework, for eg. Gibbs cycle. Different themes for eg. Patient Safety, Advocacy and Communication with Children or any other themes that students would like to reflect on are chosen.

Remember: **confidentiality at all times**. Do not use real patient names/clinical areas/staff names.



Additional Opportunities for Reflective Practice:

Students are encouraged to reflect throughout their clinical placements. Unstructured reflection may be self-directed or performed with colleagues in the clinical setting. Opportunities include:

- Nursing handover/reports
- Discussing the day's events / patient case load with preceptor/CPC
- Clinical incidence discussions / debriefings
- Problem solving discussions
- Case presentations
- Ward meetings
- Multi-disciplinary meetings
- Case conferences
- Student meetings
- Reviewing medical notes

General Points:

- Attendance and participation is mandatory
- Mutual respect for all students /CPCs is expected
- Students to check the student notice board/emails for dates of reflective practice
- Student must arrange their duty to attend
- Prompt return to clinical area on completion of each session
- Allow time for reflection during every shift
- Start a reflective journal in stage 1 and maintain it in each placement
- Reflect with your preceptor at the end of your day
- If a clinical incident occurs during your placement, use this as an opportunity to reflect
- Be patient! It takes time to develop your reflective skills. If you start reflecting in stage 1, you will have developed good skills by the time you reach internship

Suggested Reading:

Adam E and Dewar B (2015) *Compassionate Care: Student nurses' learning through reflection and the use of story*, *Nurse Education in Practice*, 15(3): 155-161.

Barbagallo, S. (2019) *Completing Reflective Practice Post Undergraduate Nursing Clinical Placements: A literature Review*. *Teaching and Learning in Nursing* 14 (3)160 -165

Donovan M. (2007) *Implementing reflection: Insights from pre-registration mental health students*, *Nurse Education Today* (2007) 27, 610–616

Fook, J., 2015. *Reflective practice and critical reflection*. *Handbook for practice learning in social work and social care: Knowledge and theory*, 3.

Fornieris S.G. and Peden-McAlpine C. (2007) *Evaluation of a reflective learning intervention to improve critical thinking in novice nurses*, *Journal of Advanced Nursing*, 57(4), 410 – 421.

Gibbs G. (1988) *Learning by Doing: A Guide to Teaching and Learning Methods*. Oxford Further Education Unit, Oxford.

Jack K. & Smith A. (2007) *Promoting self-awareness in nurses to improve nursing practice*, *Nursing Standard*, 21(32), 47 – 52.

Johns C. (2004) *Becoming a reflective practitioner*, 2nd Edition, Blackwell Science, Oxford.

Lim, F.A. and Shi, T., 2013. *Florence Nightingale: a pioneer of self-reflection*. *Nursing2019*, 43(5), pp.1-3.

Nursing and Midwifery Board of Ireland (NMBI) (2016) *Nurse Registration Programmes Standards and Requirements* 4th ed Dublin: Nursing and Midwifery Board of Ireland.

Examples of nursing students' reflective practice:

- <http://nursingchildrenandyoungpeople.rcnpublishing.co.uk/students/reflective-practice/reflection-in-action/i-lacked-confidence-to-speak-up-for-my-patients-best-interests-1>
- <http://nursingchildrenandyoungpeople.rcnpublishing.co.uk/students/reflective-practice/developing-reflective-practice/value-of-reflection-as-a-nurse>
- <http://nursingchildrenandyoungpeople.rcnpublishing.co.uk/students/reflective-practice/developing-reflective-practice/treatment-of-a-visually-impaired-patient-showed-me-her-viewpoint>
- <http://nursingchildrenandyoungpeople.rcnpublishing.co.uk/students/reflective-practice/reflection-in-action/i-learned-the-importance-of-forward-planning-to-enhance-patient-care>
- <http://nursingchildrenandyoungpeople.rcnpublishing.co.uk/students/reflective-practice/reflection-in-action/i-had-to-lie-to-a-patient-and-it-ruined-our-relationship>
- <http://nursingchildrenandyoungpeople.rcnpublishing.co.uk/students/reflective-practice/reflection-in-action/realising-the-severity-of-postnatal-depression>

