

A Guide to Nursing Students' Written Reflections for Students and Educators

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- This manuscript has been submitted to Journal of Nursing Education.
- **Learner Objectives**
 - The learner will:
 - Understand the benefits of reflective writing for nursing students and educators.
 - Recognize the role of the nurse educator in student reflection.
 - Identify the essential components of reflective writing assignments.
- The authors above certify that they have NO affiliations with or involvement in any organization or entity with any financial interest or non-financial interest in the subject matter or materials discussed in this presentation.
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What do I mean by Reflection and Reflective Writing?

- Reflection occurs before, during, and after situations with the purpose of developing greater understanding of the self and the situation so that future encounters with the situation are informed from previous encounters (Wald & Reis, 2010).
- Reflective writing is the purposeful and recursive contemplation of thoughts, feelings, and happenings that pertain to significant practice experiences (Kennison, 2012).
- Reflective writing requires one to reflect on a personal experience for the purpose of self-awareness and professional growth (Kerr, 2010).

Purpose Statement

- This study explores reflective writing from the perspective of the nursing student and the nurse educator. The following questions will be answered:
 - What are the benefits of reflective writing for the nursing student and the nurse educator?
 - Why is reflective writing critical in nursing education and why would educators want to use it?
 - What are the barriers to using reflective writing for students and educators?
 - What is the role of the nurse educator in student reflection?
 - What are the essential components of reflective writing assignments?

Review of Literature

- Wald and Reis (2010)
 - The Brown Educational Guide to the Analysis of Narrative (BEGAN)
- Kennison (2012)
 - Baker's Four-Step Model
 - John's revision of Carper's ways of knowing nursing
- Judd (2013)
 - Reflective grid



Benefits of Reflective Writing

- Critical Thinking Skill Development
- Synthesis of Classroom and Clinical Knowledge
- Self-Awareness
- Professional Growth and Promotion of Professional Behaviors
- Shift of Focus away from Self
- Awareness of Emotional Responses, Personal Biases, and Beliefs



Barriers to Reflective Writing

- Time Constraints
- Knowledge and Effort



Faculty Role in Student Reflection

- Identification of Topics
- Feedback and Analysis




Components of Reflective Writing Assignments

- Types of reflective writing include personal essays, journal entries, and free writing. Some faculty members even use poetry, fiction, and other writing exercises (Kerr, 2010).
- Educators must explore the most effective faculty-facilitated reflection and reflection-fostering environment within the institution (Wald & Reis, 2010).
- For components of reflective journaling, Baker (1996) suggests that students include the following four components in journal entries: identification, description, significance, and implications.
- Students should be creative in their reflective journals, including pictures or drawings if desired (Baker, 1996).

Paul's Critical Thinking Model

The Standards: Clarity, Accuracy, Precision, Relevance, Depth, Breadth, Logic, Fairness

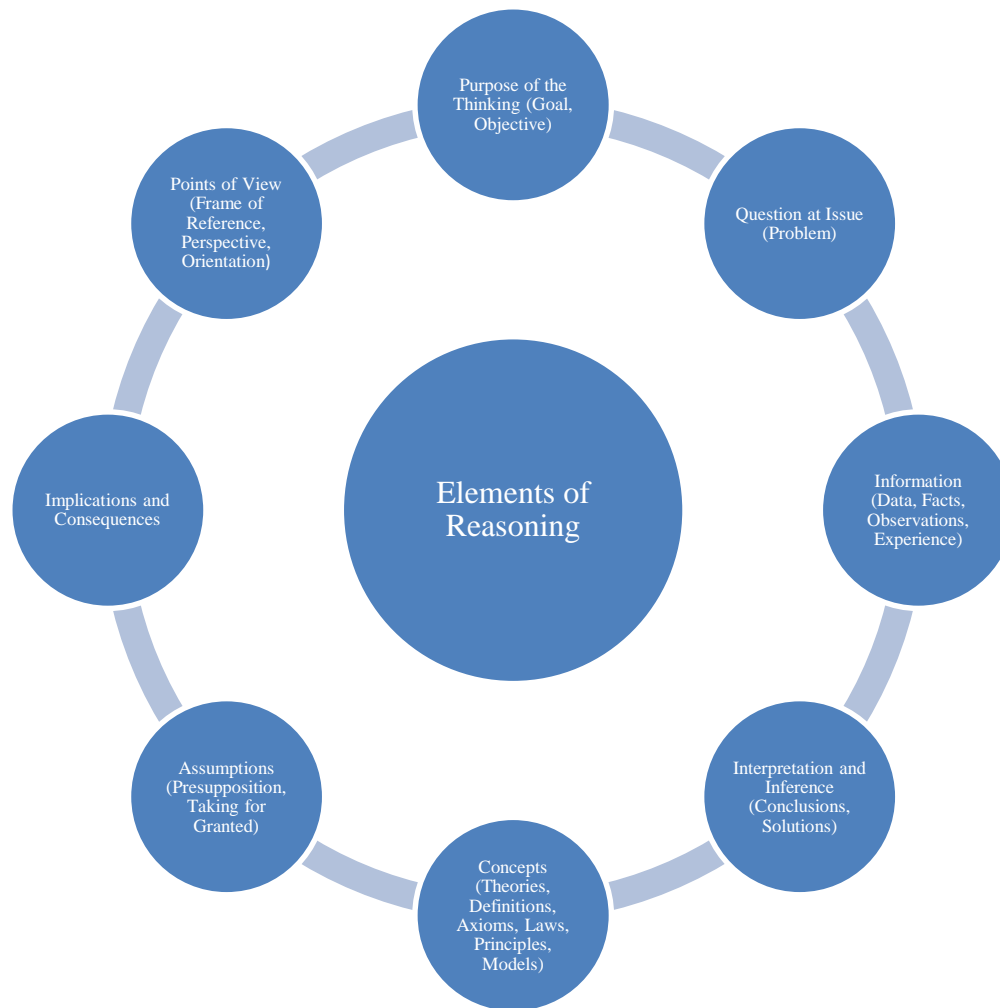


The Elements: Purpose, Question, Information, Interpretation/Inference, Concepts, Assumptions, Implications/Consequences, Points of View

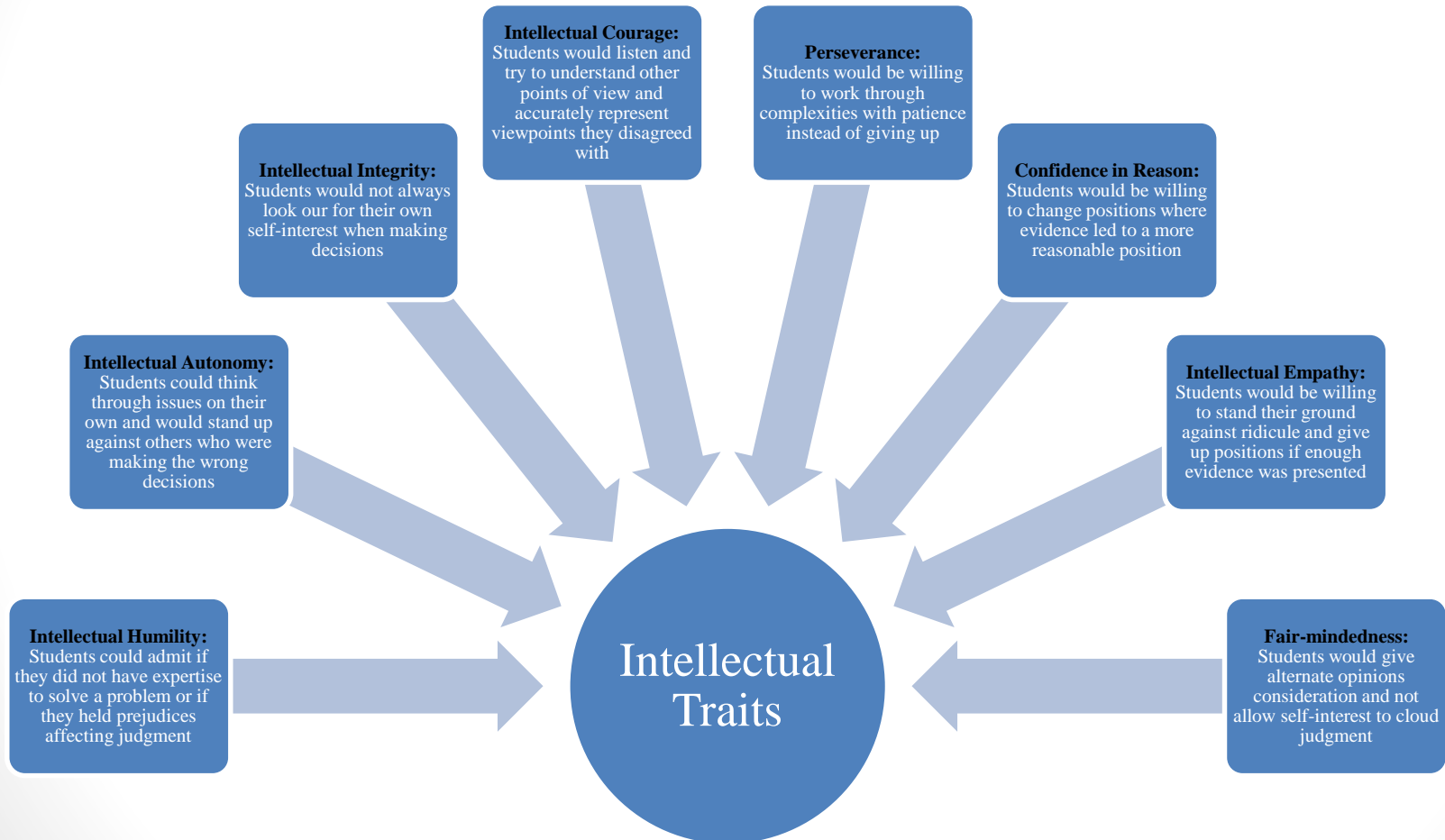


Intellectual Traits: Intellectual Humility, Intellectual Autonomy, Intellectual Integrity, Intellectual Courage, Intellectual Perseverance, Confidence in Reason, Intellectual Empathy, Fairmindedness

Paul's Critical Thinking Model



Paul's Critical Thinking Model

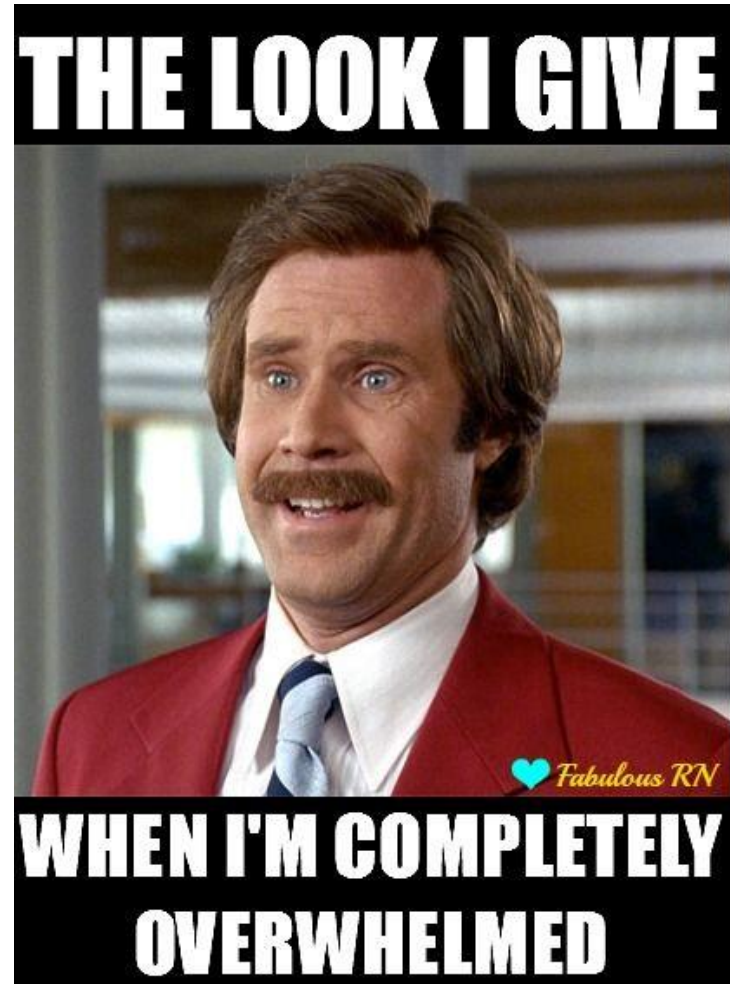


Example

- Reflect on a time when you encountered a patient who was diabetic. When writing about this experience, address the following issues: When you were caring for the patient, were there any instances where you had to admit that you did not have the expertise to solve a problem? If so, describe. Did you feel that you held any prejudices that affected your judgments? If so, explain these prejudices. Describe how you were able to think through issues on your own. Did you have to stand up against any others who were making the wrong decisions? Describe any instances where you purposely were not looking out for your own self-interest when making decisions. Detail any instances where you listened and tried to understand other points of view. Describe any experience where you were willing to work through complexities with patience instead of giving up. Were there any moments where you were willing to change positions if evidence pointed to a different solution? Describe any times where you stood your ground on a particular decision. And finally, explain any instances where you gave alternate opinions consideration and did not allow self-interest to cloud judgment.

Example

- In order to have you reflect upon your first clinical experience, please post a **photograph/picture** along with a summary describing how the photo/picture relates to your clinical experience and learning for that day. Focus on metaphors, feelings, and how the experience reminded you of a prior experience. Possible topics for reflection include safety and quality--but have fun with this and be creative!





Example

- Reflect on your first week clinical experience. Explain your patient's medical diagnosis. Describe your interaction with the patient. Was there anything that surprised you or anything you would do differently? What is your overall reaction to clinical?



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