REFLECTIVE PRACTICE INITIATIVE IN A GRADUATE NURSING PROGRAM

Irma Jordan, DNP, FNP/PMHNP-BC, FAANP
Dawn Vanderhoef, PhD, DNP, PMHNP-BC
Kathy Gaffney, MS, PMHCNS/PNP-BC
Pat Cunningham, DNSc, PMHCNS-NP/FNP-BC

The speakers have no conflict of interest to disclose

Objectives

• Describe reflective practice concepts for APRN education considering recommendations from NONPF, AACN, ANA and other experts.
• Analyze a reflective pedagogy that guides APRN student clinical experiences leading to the development of basic clinical competence and a personal reflective framework.
• Discuss the strengths, limitations, and barriers to reflective practice pedagogy from a faculty perspective.

Background

• It all started with a book....
• Then a paper....: Sigma Theta Tau Position Paper on the Scholarship of Reflective Practice
  • Members confronted their own naivete, biases and assumptions towards reflective applications in advancing nursing knowledge, learning and service
  • Five recommendations for reflective processes in nursing
Recommendation 1

- Nursing education incorporate reflective models, theories, processes, and methods when preparing nurses so that they will be able to utilize and integrate reflective practice in their practice and practice development, clinical supervision, research, education, and leadership

Sigma Theta Tau

Background

- Then some conversations.....
  - Quality and safety initiatives
  - Theories of Reflective Practice
  - Distinguished Visiting Nursing Professors
  - Transformation of teaching and student learning
  - HRSA

Big Picture Stuff

- Education models evolving with BSN-DNP options for the role of an advanced practice registered nurse (APRN)
- Graduates from BSN-DNP programs are challenged with entering practice with knowledge / skill to transform health systems through scholarly inquiry, EBP, development of innovative models of care, health policy and transformative leadership
Guided by: CLINICAL I CLINICAL II CLINICAL III CLINICAL IV CLINICAL V OUTCOMES

Theories of Reflection:
Schon, Boud and Fales, Mezirow, Dewey, Gibbs and Johns

Structured Reflective Writing - Readings on mindfulness, self awareness and reflection

Less Structured - Link reflections to EBP and begin to develop own philosophy of reflective practice

Guided reflection - Introduction to models of reflection - Identify a model that fits with personal philosophy of reflective practice - Link reflections to practice

Guided reflection - Development of personal model of reflection (may incorporate elements of one or more models) - Link reflections to practice

Reflection - Application of self reflective model to practice and scholarly project

Life long learner - Self Aware - Self Care - Intention - Present - Critical Thinking

Guided by: CLINICAL I CLINICAL II CLINICAL III CLINICAL IV CLINICAL V OUTCOMES

DNP Essentials, NONPF Competencies, QSEN, Scope and Standards

Portfolio - Clinical (populations, settings, types of experiences) - Reflection - Leadership - Policy - Scholarly inquiry - Informatics - EBP - Teamwork

Portfolio - Clinical (populations, settings, types of experiences) - Reflection - Leadership - Policy - Scholarly inquiry - Informatics - EBP - Teamwork

Portfolio - Include development of self evaluation for next semester - Evaluations of competencies obtained and experiences needed to get in last semester

Portfolio - Summary of experiences which address the DNP Essentials - CV - Model of reflective practice - Statement about philosophy of practice - Platform to develop methods for personal CQI - Demonstrate clinical competence - Gain employment

Reflective Practice Requires:

Mindfulness  ➔  Honesty/truth  ➔  Examination

Practice change  ➔  Discuss findings
Student Introduction

Reflective Practice is a skill for:
- What we do
- Questioning why we do it
- Discover other options/better ways
- Incorporate these discoveries into our future practice
- Continue reflective thinking throughout our careers

“How” of Reflective Practice

- Required readings on the topic with guidelines
- Template for recording situation responses and how practice will change for future
- Rubric for assessing the work

Student Resources

- Reference articles that included Gibb’s cycle as an example for reflective practice
- O’Sullivan’s rubric
- Template to organize process
- Choice of format for presenting reflective practice
How to Measure

- Rubric from O’Sullivan (2010) allows for an objective measurement of important points in reflective practice
- Compare first reflective practice to subsequent submissions to look for growth and increased skills
- Feedback from professor encourages direction of increasing skills

Rubric for Reflective Practice

- Level 0: Venting, no description of the event
- Level 1: Detailed story with some insight in behavior in the moment but no discussion of behavior in retrospect
- Level 2: Vague references to lessons learned without elaboration; no linkage to evidence
- Level 3: Personal opinion of lessons learned; no linkage to evidence
- Level 4: Includes objective evidence of lessons learned; input from mentor and literature
- Level 5: Reference to prior lessons learned and meets all of Level 4 requirements
- Level 6: Must meet all of Level 4 and 5 and include a plan for future

Grade Initial RP Rubric

<table>
<thead>
<tr>
<th>Grade</th>
<th>Initial RP Rubric Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>25 - 34</td>
</tr>
<tr>
<td>B</td>
<td>24 - 24</td>
</tr>
<tr>
<td>C</td>
<td>23 - 19</td>
</tr>
<tr>
<td>D</td>
<td>22 - 15</td>
</tr>
<tr>
<td>E</td>
<td>21 - 12</td>
</tr>
<tr>
<td>F</td>
<td>0 - 11</td>
</tr>
</tbody>
</table>

Grade Final RP Rubric

<table>
<thead>
<tr>
<th>Grade</th>
<th>Final RP Rubric Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>25 - 34</td>
</tr>
<tr>
<td>B</td>
<td>24 - 24</td>
</tr>
<tr>
<td>C</td>
<td>23 - 19</td>
</tr>
<tr>
<td>D</td>
<td>22 - 15</td>
</tr>
<tr>
<td>E</td>
<td>21 - 12</td>
</tr>
<tr>
<td>F</td>
<td>0 - 11</td>
</tr>
<tr>
<td>G</td>
<td>None</td>
</tr>
</tbody>
</table>

Grade Initial RP Rubric

<table>
<thead>
<tr>
<th>Grade</th>
<th>Initial RP Rubric Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>25 - 34</td>
</tr>
<tr>
<td>B</td>
<td>24 - 24</td>
</tr>
<tr>
<td>C</td>
<td>23 - 19</td>
</tr>
<tr>
<td>D</td>
<td>22 - 15</td>
</tr>
<tr>
<td>E</td>
<td>21 - 12</td>
</tr>
<tr>
<td>F</td>
<td>0 - 11</td>
</tr>
<tr>
<td>G</td>
<td>None</td>
</tr>
</tbody>
</table>

Grade Final RP Rubric

<table>
<thead>
<tr>
<th>Grade</th>
<th>Final RP Rubric Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>25 - 34</td>
</tr>
<tr>
<td>B</td>
<td>24 - 24</td>
</tr>
<tr>
<td>C</td>
<td>23 - 19</td>
</tr>
<tr>
<td>D</td>
<td>22 - 15</td>
</tr>
<tr>
<td>E</td>
<td>21 - 12</td>
</tr>
<tr>
<td>F</td>
<td>0 - 11</td>
</tr>
<tr>
<td>G</td>
<td>None</td>
</tr>
</tbody>
</table>
### Reflective Practice Implementation

- Introduced in core Interview and Counseling Course
- Two faculty members independently graded each student submission based on grading rubric
- Discussions between faculty when grades did not match
- Could not establish rater reliability, so “back to the drawing board”

---

### Reflective Practice Implementation

- Reviewed literature to assist with our evolving thinking and rubrics for assignments and grading
- Implemented with new faculty due to turnover
- Rater reliability established
- Reflective practice incorporated in clinical courses of DNPFNP and DNPPMH

---

### Faculty Reflections

- Implications of saying “yes” to the project
- Faculty structure and process to support collaboration
- Faculty growth/evolution independently and collaboratively
References


References Continued


Acknowledgement

- This initiative was supported in part by the Division of Nursing (DN), Bureau of Health Professions (BHPr), Health Resources and Services Administration (HRSA), Department of Health and Human Services, under Grant No. D09HP07324, Advanced Nursing Education Grant, 7/01/2009 – 6/30/2012.