

3rd International Conference on

NURSING & MIDWIFERY

May 23-24, 2018 | New York, USA

Building reflection in nursing education

Mary Chen Xiaorong
Singapore Institute of Technology, Singapore

Singapore Institute of Technology (SIT) is a new university based its teaching and learning on applied learning philosophy. The application of learning is the trademark of all programmes at SIT. For nurses attending The Bachelor of Science with Honours in Nursing programme, a module focused on reflection is developed to help these post registration nurses to build their self-awareness and professional identify through reflection. Reflective practice is an important part of the learning process to allow students to gain a better understanding of knowledge that is consolidated from practice. Students are guided through critical understanding of different reflective models such as Gibb's (1988), Donald Schon's (1983) and Driscoll's (1994) reflective models. The skills for reflection were developed in self-awareness, description, critical analysis and synthesis and evaluation (Johns, 2009). Through reflection, the student nurses examined their own professional identity, practices and emotions and found their professional voice. The planning and outline of the module will be shared. The first round of teaching has been completed. The student's group projects and individual essays indicated heightened level of reflective thinking and critical thinking in relation to local nursing practices. Aspects of nursing management, clinical practice, research and nursing education were reflected upon by the students. Through rigorous literature reviews, the students compared and contrasted the current development and local contest in nursing practice and identified the gaps in local nursing education and practice. For example, one suggestion is to implement guided reflective practice for nursing students during their clinical placement to enhance their learning and experience. Another group identified that nursing educators needed to build their knowledge in reflection in order to implement reflective practice successfully. The student's learning outcomes of this module were particularly encouraging and indicating the need to develop degree prepared nurses the ability to reflect and think critically. This module has also helped the students to integrate all their learning through other modules of the programme and their clinical placements. Hence, the sharing of such teaching experience would encourage nursing professionals in various aspects of specialties to reflect and to communicate their experiences and to accumulate the body of nursing knowledge.

Biography

Mary Chen Xiaorong is a senior Lecturer at SIT. She is currently studying Doctorate in Education at UCLIOE. She has over 30 years experiences in clinical nursing, clinical nursing education and academic nursing education. She is also active in Evidence-Based practice and facilitated workshops at Asia Pacific Evidence-Based Medicine and Nursing Workshop and Conference since 2008. Her current research interest is in teaching beliefs and teaching practices.

mary.chen@singaporetech.edu.sg

Notes: