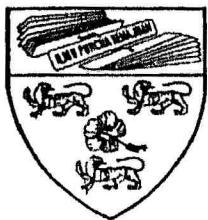


R

PERPUSTAKAAN UNIVERSITI MALAYA



FACULTY OF EDUCATION  
UNIVERSITY OF MALAYA

Statement of Original Authorship

Name of Candidate: LEE SIAN BOY .....

Registration No.: PGA 97148 .....

Name of Programme: MASTER OF EDUCATION .....

Title of Project Paper: A LITERATURE REVIEW OF REFLECTIVE PRACTICE IN NURSE

EDUCATION

Area of Specialisation: CURRICULUM DEVELOPMENT .....

I confirm that the materials contained in this Project paper are my own work. Where the works of others have been drawn upon, whether published or unpublished (such as books, articles, or non-book materials in the form of video and audio recordings, electronic publications and the internet) due acknowledgements according to appropriate academic conventions have been given. I also hereby declare that the materials contained in this Project Paper have not been published before or presented for another programme or degree in any university.

Signed: ..... Lee Sian Boy ..... Date: ..... 18/04/2001 .....

ACR -228C  
INV.....nms.....6/12/0

A RESEARCH REVIEW OF REFLECTIVE PRACTICE IN NURSE EDUCATION

LEE SIAN BOY

A Project Paper Submitted to the Faculty of Education,  
University Malaya in Partial fulfilment  
of the Requirements for the Degree of  
Master of Education

2001

Perpustakaan Universiti Malaya



A510355234

## ACKNOWLEDGEMENT

Learning, as we all know, is a life long process and I believe that no one can learn in isolation. Many people has helped me in the learning process during the past three years which have been both challenging and fulfilling. As a mature student pursing higher education on a part-time basis, I had faced many anxious moments and frustrations. Thankfully, I am surrounded with people who have been very supportive and encouraging during those years. With my deepest gratitude, I would like to acknowledge the following people:

I am most grateful to Prof. Madya Dr. Saedah Siraj for being extremely helpful, supportive and patient throughout the years. As my project supervisor, her advice, guidance, encouragement and motivation has contributed towards the completion of this project paper.

Special thanks go to Prof. Madya Dr. Siow Heng Loke for his encouraging words, especially during the first year. Dr. Siow will be long-remembered and much appreciated for his belief in nurses having the ability to undertake the Master Degree in Education.

To all my friends, especially Barbara and Josephine, colleagues and course-mates who have assisted and encouraged me along the way, allow me to say "thank you very much".

Finally, to my husband, Alfred and my children, Lilian and Jin, thank you for your patience, understanding and 'computer lessons' throughout the study.

## A RESEARCH REVIEW OF REFLECTIVE PRACTICE IN NURSE EDUCATION

### ABSTRACT

The purpose of this study is to carry out a meta-analysis on research done in the area of reflective practice in nurse education. Reflective practice is seen as a key process in bringing together practice and knowledge in nursing. There has been a growing interest and acceptance in the use of reflective practice as a helpful strategy in the clinical teaching and learning of student nurses.

The sample of this meta-analysis study consists of fifteen research articles on reflective practice published between the year 1994 and 1998. The study aims to find out : 1) the themes within the objectives and purposes of the articles, 2) the research methodologies, and 3) the findings reported in the articles.

Findings of the meta-analysis shows that there were three major and two minor themes within the objectives and purposes of the fifteen studies. The major themes are: 1) effects of reflection, 2) learning tool, and 3) assessing reflection. While the minor themes are: 1) strategies of reflection and 2) reflection models.

The total number of research participants from the fifteen articles is three hundred and sixty nurses. 90.8% (N=327) of the nurses were student nurses and the remaining participants were 19 nurse educators and 14 supervisors.

On the methods of data collection, a total of seven techniques was reported in this study. The most frequently used method was interview, followed by reflective diaries. Other methods included questionnaires, observation notes, reflective group discussions, tutorial recording and teleconference recording. Content analysis was the same method of data analysis used in all the fifteen studies in this meta-analysis.

Analysis of the findings shows that reflective practice was considered a useful tool for clinical teaching and learning. By reflecting on clinical experience, student nurses were able to gain insight into clinical situations, became active learners, achieved critical thinking and improved on their problem-solving skills.

It was reported that the reflective activities of dairies keeping and clinical debriefing sessions were useful in promoting student's reflective skills. Findings also showed that experienced and knowledgeable nurse educator played an important role in facilitating student's reflective learning in a conducive environment.

On the assessment of the level and extent of reflectivity from student's diaries, difficulties were encountered when attempting to assess the finer levels of reflectivity. However, findings from two studies showed that students generally were able to achieve the lower level of reflectivity. One study reported the reliability of using Mezirow's model to distinguish between non-reflectors, reflectors and critical reflectors.

Based on the findings of this study, it is recommended that reflective practice should be taught formally to both teachers and students if the nursing profession is committed to use reflective practice as a learning tool. Future research should focus on the development of a reliable tool to assess reflection from reflective diaries. It is also necessary to involve more nurse educators and supervisors as research participants in future studies.

# **SATU KAJIAN LAMPAU TERHADAP PRAKTIK REFLEKTIF DALAM PENDIDIKAN KEJURURAWATAN**

## **ABSTRAK**

Kajian ini bertujuan menjalankan meta-analisis terhadap laporan kajian-kajian terdahulu mengenai praktik reflektif dalam pengajaran kursus kejururawatan. Praktik reflektif memainkan peranan yang penting dalam menyatupadukan praktikal dan pengetahuan di dalam kejururawatan. Kini, ia semakin mendapat perhatian dan diterima sebagai satu strategi yang bermanfaat di dalam pengajaran dan pembelajaran klinikal bagi pelajar kejururawatan.

Kajian meta-analisis ini terdiri daripada 15 artikel penyelidikan mengenai praktik reflektif yang diterbitkan antara tahun 1994 dan 1998. Tujuan pengkajian adalah untuk mengenalpasti: 1) tema yang merangkumi objektif dan tujuan sesuatu artikel 2) kaedah kajian 3) penemuan yang dilaporkan di dalam artikel.

Penemuan meta-analisis menunjukkan bahawa terdapat tiga tema major dan dua tema minor yang merangkumi objektif dan tujuan. Tema major adalah 1) kesan refleksi 2) peralatan pembelajaran 3) penilaian refleksi. Manakala tema minor adalah 1) strategi refleksi dan 2) model refleksi.

Jumlah peserta dari kesemua 15 artikel adalah 360. Daripada jumlah ini, 90.8% (N=327) adalah pelajar jururawat dan yang selebihnya terdiri dari 19 pengajar jururawat dan 14 penyelia.

Dalam kaedah pengumpulan data, sejumlah 7 teknik dilaporkan. Kaedah yang paling sering digunakan adalah kaedah temuramah, diikuti dengan catatan harian refleksi. Kaedah yang lain termasuk borang soaljawab, nota pemerhatian, kumpulan perbincangan reflektif, rakaman tutorial dan rakaman telekonferen. Analisa kandung sama dengan kaedah analisis data yang digunakan dalam kesemua 15 kajian dari meta-analisis ini.

Analisa ke atas penemuan menunjukkan bahawa praktik reflektif dianggap sebagai satu peralatan untuk pengajaran dan pembelajaran klinikal. Dilihat dari

segi pengalaman klinikal, pelajar kejururawatan berkebolehan memahami keadaan klinikal dengan lebih mendalam, menjadi pelajar yang aktif, mencapai pemikiran kritikal dan memperbaiki kebolehan menyelesaikan masalah.

Aktiviti reflektif menyimpan catatan harian dan sesi ceramah klinikal dilaporkan bermanfaat dalam mempromosikan kebolehan reflektif pelajar. Penemuan juga menunjukkan bahawa pengajar kejururawatan yang berpegalaman dan berpengetahuan memainkan peranan yang penting dalam memberi tunjuk ajar pembelajaran reflektif kepada pelajar dalam satu suasana yang konduktif.

Dilihat dari segi reflektiviti dari catatan harian pelajar, kesulitan dihadapi semasa percubaan untuk menilai paras reflektiviti yang tinggi. Namun, penemuan dari dua kajian menunjukkan pelajar biasanya lebih berkebolehan untuk mencapai paras reflektiviti yang lebih rendah. Salah satu kajian melaporkan penggunaan model Mezirow dapat membezakan bukan reflektor, reflektor dan refektor kritikal.

Berdasarkan kepada penemuan kajian ini, praktik reflektif dicadangkan supaya diajar secara formal baik kepada pengajar dan pelajar jika jurusan kejururawatan disyaratkan menggunakan praktik reflektif sebagai satu kaedah pembelajaran. Kajian masa depan sepatutnya menfokus kepada pembangunan satu peralatan yang kukuh untuk mendalami refleksi melalui catatan harian reflektif. Penglibatan lebih ramai pengajar jururawat dan penyelia dalam menyertai penyelidikan ini juga perlu di masa hadapan.

## CONTENTS

|   | Page |
|---|------|
| <b>Acknowledgement</b>                              | i    |
| <b>Abstract</b>                                     | ii   |
| <b>Table of Contents</b>                            | vi   |
| <b>List of Tables</b>                               | ix   |
| <b>Chapter 1      Introduction</b>                  |      |
| 1.1     Background of the Study                     | 1    |
| 1.2     Statement of the Problem                    | 3    |
| 1.3     Objective of the Study                      | 4    |
| 1.4     Research Questions                          | 4    |
| 1.5     Significance of the Study                   | 4    |
| 1.6     Limitation of the Study                     | 5    |
| <b>Chapter 2      Literature Review</b>             |      |
| 2.1     Introduction                                | 6    |
| 2.2     The Concepts and Models of Reflection       | 6    |
| 2.3     Reflective Practice and Nurse Education     | 10   |
| 2.4     Reflective Activities                       | 12   |
| 2.5     Reflective Practice: Preparation and Skills | 14   |
| 2.6     Assessment of Reflection                    | 16   |
| 2.7     Summary of Literature Review                | 17   |

**Chapter 3 Design, Instrumentation and Procedure**

|     |  |    |
|-----|--|----|
| 3.1 | Introduction                                   | 19 |
| 3.2 | Design of the Study                            | 19 |
| 3.3 | Sampling Procedure                             | 20 |
| 3.4 | Instrumentation                                | 23 |
| 3.5 | Data Collection                                | 23 |
|     | 3.5.1 Coding of Objectives and purposes        | 24 |
|     | 3.5.2 Coding of Methodology                    | 24 |
|     | 3.5.3 Coding of Research Findings              | 24 |
| 3.6 | Data Analysis                                  | 25 |
|     | 3.6.1 Data Analysis of Objectives and Purposes | 25 |
|     | 3.6.2 Data Analysis of Methodology             | 25 |
|     | 3.6.3 Data Analysis of Findings                | 26 |

**Chapter 4 Results and Interpretations**

|     |  |    |
|-----|--|----|
| 4.1 | Introduction                               | 27 |
| 4.2 | Results of the Study                       | 27 |
|     | 4.2.1 Number of Research Articles          | 28 |
|     | 4.2.2 Themes of Objectives and Purposes    | 29 |
|     | 4.2.3 Research Methodologies               |    |
|     | 4.2.3.1 Samples                            | 32 |
|     | 4.2.3.2 Data Collection / Analysis Methods | 34 |
|     | 4.2.3.3 Findings                           | 36 |

|                   |  |           |
|-------------------|--|-----------|
| 4.3               | Interpretations of the Results               | 39        |
| 4.3.1             | Themes of the Objectives and Purposes        | 39        |
| 4.3.2             | Samples                                      | 40        |
| 4.3.3             | Data Collection Methods                      | 42        |
| 4.3.4             | Data Analysis Methods                        | 44        |
| 4.3.5             | Findings                                     | 45        |
| <b>Chapter 5</b>  | <b>Summary and Conclusion</b>                | <b>51</b> |
| 5.1               | Introduction                                 | 51        |
| 5.2               | Objectives and Methodology of the Study      | 51        |
| 5.3               | Summary of Major Findings                    | 51        |
| 5.3.1             | Objectives and Purposes of Research Articles | 52        |
| 5.3.2             | Methodologies of Research Articles           | 52        |
| 5.3.3             | Findings of Research Articles                | 53        |
| 5.4               | Conclusion                                   | 54        |
| 5.5               | Recommendations                              | 54        |
| <b>Appendix A</b> |  | <b>56</b> |
| <b>Appendix B</b> |  | <b>57</b> |
| <b>References</b> |  | <b>58</b> |

**LIST OF TABLES**

| Table |   | Page |
|-------|---|------|
| 3.1   | Distribution of Eligible Research Articles            | 21   |
| 4.1   | Distribution of Research Articles by Publication Year | 28   |
| 4.2   | Objectives and Purposes: Categories of Themes         | 29   |
| 4.3   | Major and Minor Themes of Objectives and Purposes     | 31   |
| 4.4   | Distribution of Samples                               | 33   |
| 4.5   | Data Collection and Analysis Methods                  | 34   |
| 4.6   | Summary of Findings According to Major Themes         | 37   |