

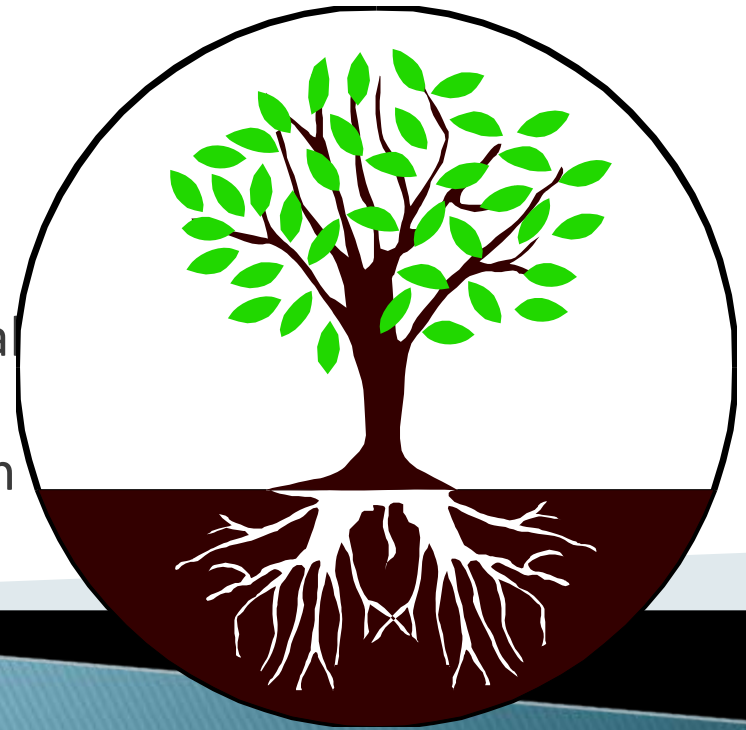
# Engaging Learners: Reflection to Improve Quality and Safety

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Co-Editor: Freshwater, Taylor & Sherwood,  
*International Text book for Reflective  
Practice in Nursing*, STTI and Blackwell,  
2008



# Objectives



- Describe application of reflection to engage learners to improve quality and safety
- Examine reflection related to professional and personal development, education, practice and research

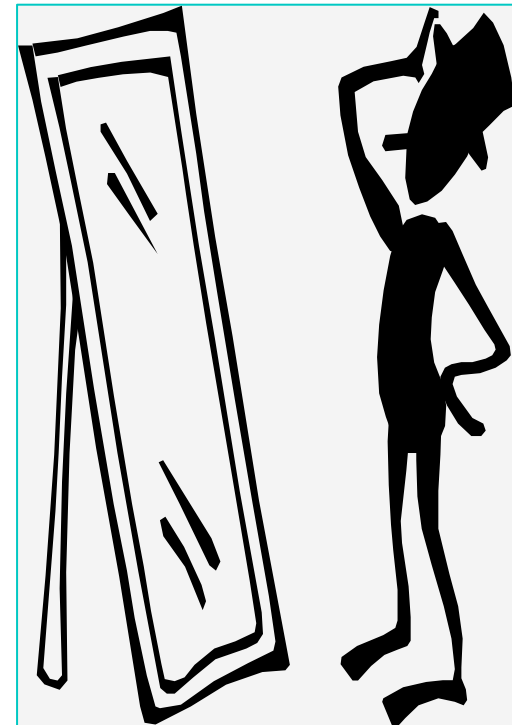
# A Reflection: Acting with Purpose

- Why am I in this session?
- What choices did I have to make to be here?
- What do I expect that I can take with me?
- What am I willing to invest?



# Reflection: Learning by looking inward

- ▶ It is a way of thinking about our work to critically consider beliefs or knowledge:
- ▶ Raise awareness about what we do to make better choices in the future.
- ▶ Monitor reactions for intentional, conscious, deliberate actions.



# Reflection: a systematic way of thinking about what you do for future improvement

- ▶ Learn from experience by considering what you know, believe and value in a systematic way in the context of the event.
- ▶ Helps make sense of events in one's work experiences to feel more effective and satisfied
- ▶ Learn to understand meaning of experience

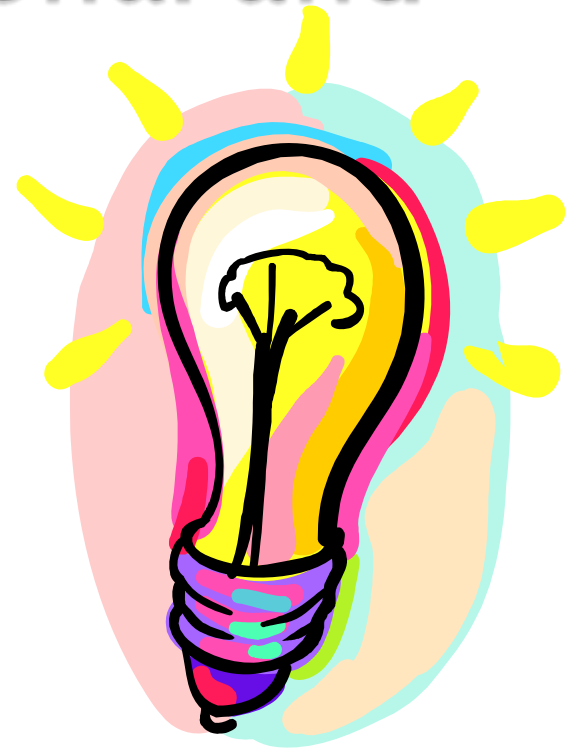


# Reflection: Application to

- \*Moving towards Personal and Professional Growth

- \*Improving Practice

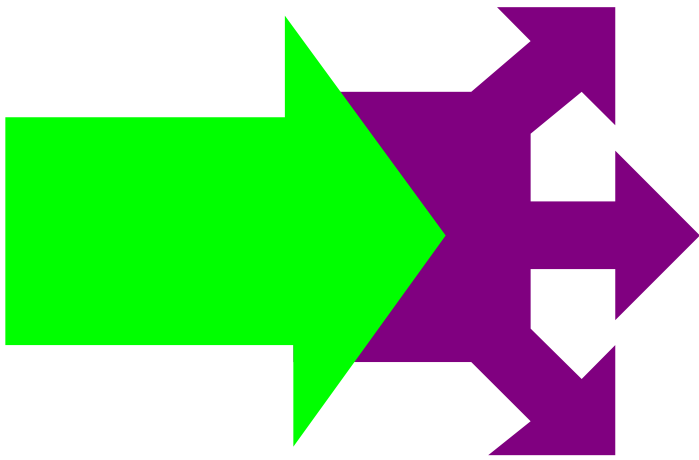
- \*Building Evidence



# Learning through reflection

- ▶ While research works to learn through systematically and rigorously controlled situations, reflection can be a means for practitioners to learn systematically about their own practice from experience.

# Reflection as critical analysis of experience offers...



Improves performance and leads to professional maturity, improves patient care

Critical Reflection: journey of the self towards transformation

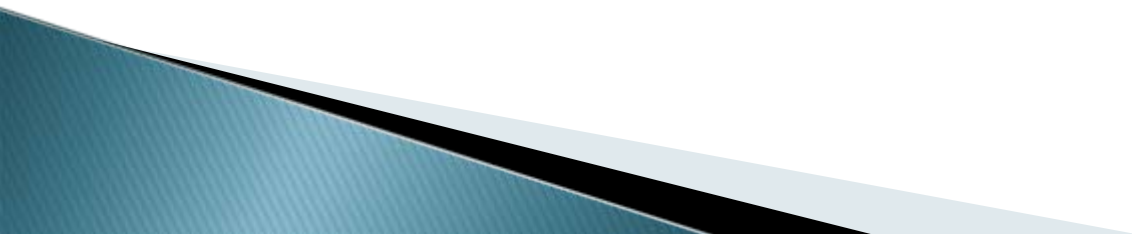
# Critical reflection

- ▶ ‘Thinking about how you are thinking’
- ▶ Mindful approach to what we do to see the consequences of our actions and create change
- ▶ “It means thinking about your practice, about your relationship with others and about the way you feel about performing certain tasks. Really in a sense it is becoming more self-aware of your own practice.”
  - P. 87, *Reflection in Experiential Learning*.

# Creating learning: Reflective model

- Describe what happened
- Examine feelings
- Evaluate positive and negative of the event
- Analyze to determine sense-making
- Ask what else could you have done?
- Set action plan for future occurrences
  - Freshwater, Taylor & Sherwood (2008). International Textbook of Reflective Practice. Wiley Blackwell & Sigma Theta Tau.
  - Resource paper: Scholarship of Reflective Practice, [http://www.nursingsociety.org/aboutus/PositionPapers/Pages/position\\_resource\\_papers.aspx](http://www.nursingsociety.org/aboutus/PositionPapers/Pages/position_resource_papers.aspx)

Exemplar:



# *By reliving experience*



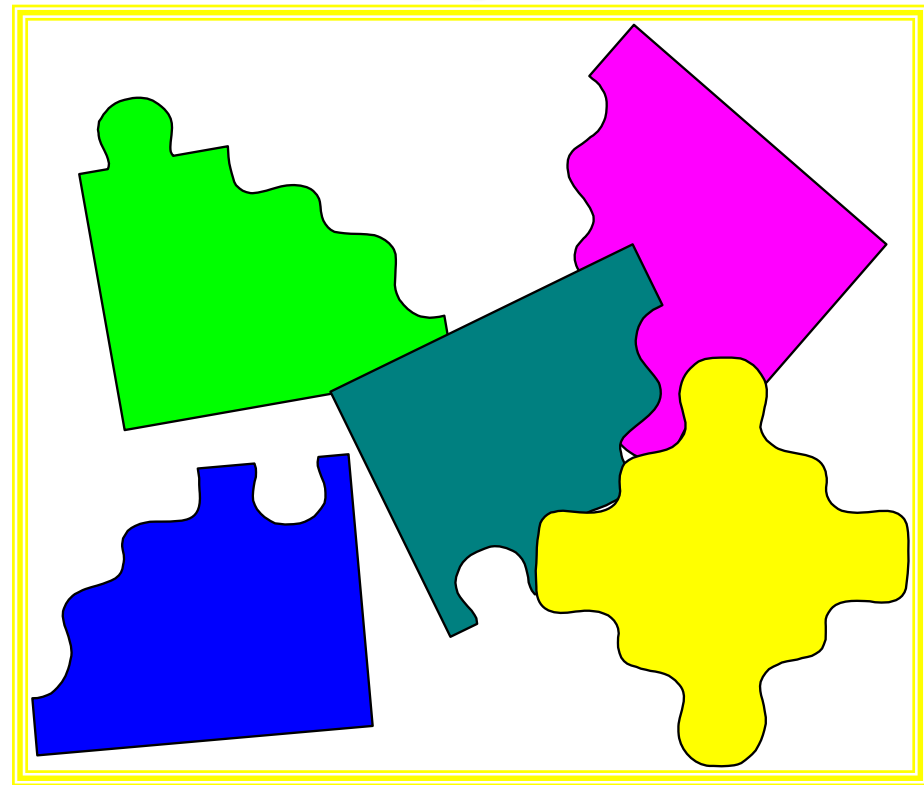
We can develop insights to take more appropriate action in the future.

# Critical Reflection: journey of the self towards transformation

- ▶ Begins with feeling uncomfortable about the way you do something or react.
- ▶ Think in an objective way about it.
- ▶ Discover meaning within what happened.
- ▶ Put into context for a new perspective.
- ▶ Helps act from an internal compass of what is right.
- ▶ Emotional intelligence is building block of reflection.

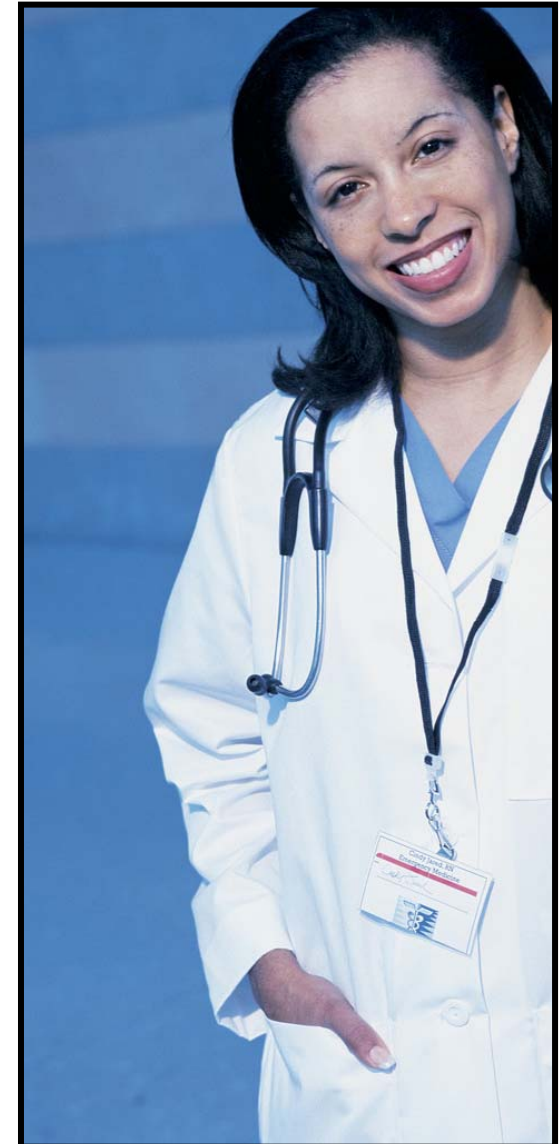
Reflection helps fit the puzzle together to make sense of experience and knowledge

Helps improve performance and move to professional maturity

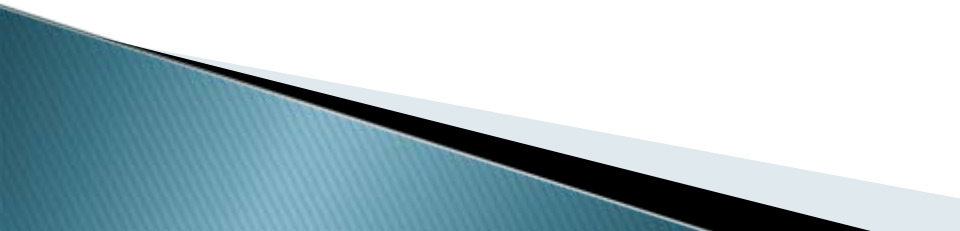


# Reflection: Using self to create change

- ▶ In-puts: Events of significance
- ▶ Throughputs: Examining the meaning
  - Reflection
  - Appreciative Inquiry
    - Mindfulness
    - Engagement
- ▶ Outputs: Emotional Intelligence



# Leadership is first about “self”

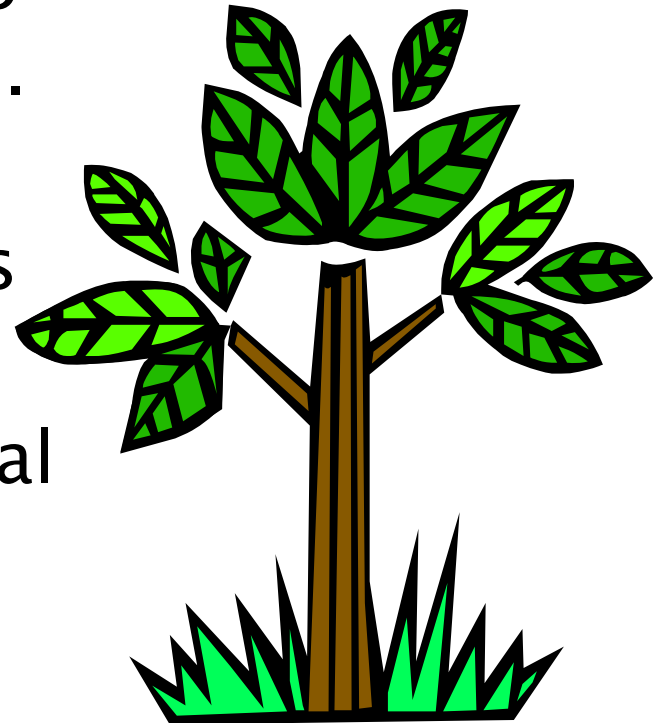
- ▶ How we respond to events shapes our relationships with co-workers.
  - ▶ Engaging in critical reflection helps uncover meaning within what happened.
  - ▶ Consider all viewpoints helps integrate context to change perspective.
  - ▶ Act from an internal compass of what is right.
- 

# Reflection to build emotional intelligence

- ▶ **self-awareness**: assess capabilities to act based on values and goals.
  - ▶ **self regulation**: allow control of emotional reactions for a focused composed response under pressure.
  - ▶ **self motivated**: strive for excellence, working for a larger mission beyond money or status.
  - ▶ **empathy**: fosters respect, understanding, and sensitivity for others' point of view
  - ▶ **trust**: building relationships; managing conflict.
- Goleman

# Emotional intelligence: EQ

- ▶ Ability to monitor feelings and emotions, to discriminate among them, and use the information to guide one's thinking and actions.
- ▶ Leadership is about relationships
- ▶ Relationships are about emotional intelligence



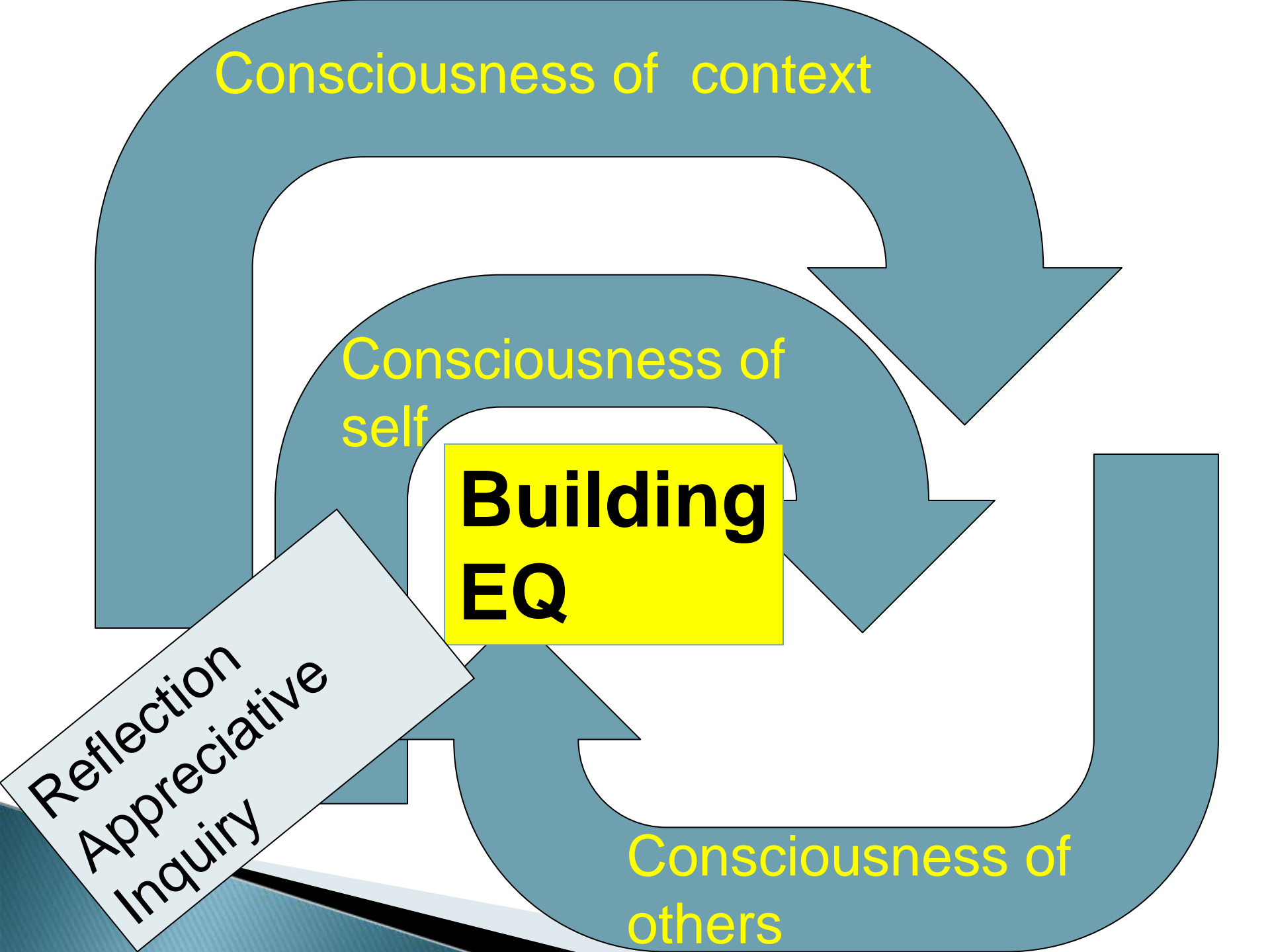
Consciousness of context

Consciousness of self

**Building  
EQ**

Consciousness of others

Reflection  
Appreciative  
Inquiry



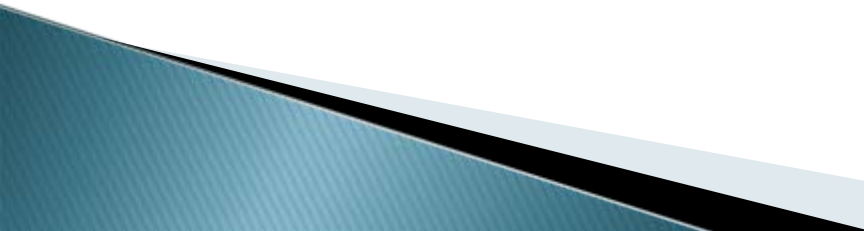
# Building EQ: Reflective Writing

- ▶ Building self motivation
- ▶ Learning to write or **writing to learn?**
  - purposeful writing to order thoughts and connect ideas
  - creates a record
- ▶ Each Day: Write for one minute on the most important lessons you learned today. How can it help you?

An organization's success is linked with the emotional intelligence of its leaders: Goleman.

- ▶ Intellect and cognitive skills are drivers of outstanding performance, but the most important skill is emotional intelligence.
- ▶ Major difference of star performers from average performers is the ability to work with people, to connect, understand, and lead them.

# Reflection helps improve quality and safety in patient care

- Based on inquiry, Openness to change
  - Encourages asking questions to build evidence based standards and interventions
  - Investigates outcomes and critical incidents from a system perspective
  - View events from different perspective
- 

# Reflecting on practice...

- ▶ By thinking about our practice we can change behavior to improve practice
- ▶ Promote individual accountability and self awareness
- ▶ Benner: think about what you do to move novice to expert

# Reflection for change

- ▶ What are your best moments in which you felt you made a difference?
- ▶ What were the ingredients that helped make that happen?
- ▶ How can you make that happen again?



# How can reflection help improve quality and safety?

## A Culture of Quality and Safety

- Open to change
- Encourages asking questions to build evidence based standards and interventions
- Investigates outcomes and critical incidents from a system perspective
- Learn from experience to create change.

## Welcome

Welcome to QSEN, a comprehensive resource for quality and safety education for nurses! Faculty members worldwide are working to help new health professionals gain the knowledge, skills, and attitudes to continuously improve the health care systems in which they work. This website is a place to learn and share ideas about educational strategies that promote quality and safety competency development in nursing.

## Faculty Development

Faculty resources on this website include [annotated bibliographies](#) and [teaching strategies](#) submitted by faculty like you who are attempting to help students develop the knowledge, skills and attitudes essential to the development of quality and safety competencies. Faculty from 15 nursing schools participated in the QSEN Learning Collaborative in Phase II. You can view a list of our pilot schools [here](#).

We invite you to use this website to share with other nursing educators your ideas for improving quality and safety education for nurses. To upload a teaching strategy, please click [here](#).



## News and Opportunities

[RWJF Profiles QSEN Faculty Amy Barton](#)

[New Phase III QSEN Grant Awarded](#)

[Read all News](#)

...To transform nurse identity to include quality and safety as a core part of what we do...

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# Nurses' Role in Quality and Safety

- ▶ Quality and Safety Education for Nurses (QSEN)
  - [www.qsen.org](http://www.qsen.org) (funded by RWJ)
- ▶ Redefining competencies (knowledge, skills and attitudes) needed by nurses to work in redesigned health care systems (IOM, 2004)
- ▶ Adopted by nursing education credentialing as a part educational policies

# To focus on quality

All health professionals should be educated to deliver *patient-centered care* as members of *interdisciplinary teams*, emphasizing *evidence-based practice, quality improvement, [safety], and informatics.*

Committee on Health Professions Education  
Institute of Medicine (2003)

# Evidence Based Practice

## Define:

Integrate best current evidence with clinical expertise and patient/family preferences and values for delivery of optimal health care

## Outcome:

- ▶ Practices from a spirit of inquiry.
- ▶ Nursing care standards are based on evidence.
- ▶ Applies technology to investigate latest evidence to determine best care approaches and clarify care decisions.

# Quality improvement:

## Define

Use data to monitor the outcomes of care processes and use improvement methods to design and test changes to continuously improve the quality and safety of health care systems

## Outcome

- ▶ Uses Quality improvement strategies and tools
- ▶ Considers data from practice to compare with benchmark data to assess gaps and design improvements
- ▶ Example: infection rate on the unit compared with other units or with comparable hospitals

# Safety:

Define:

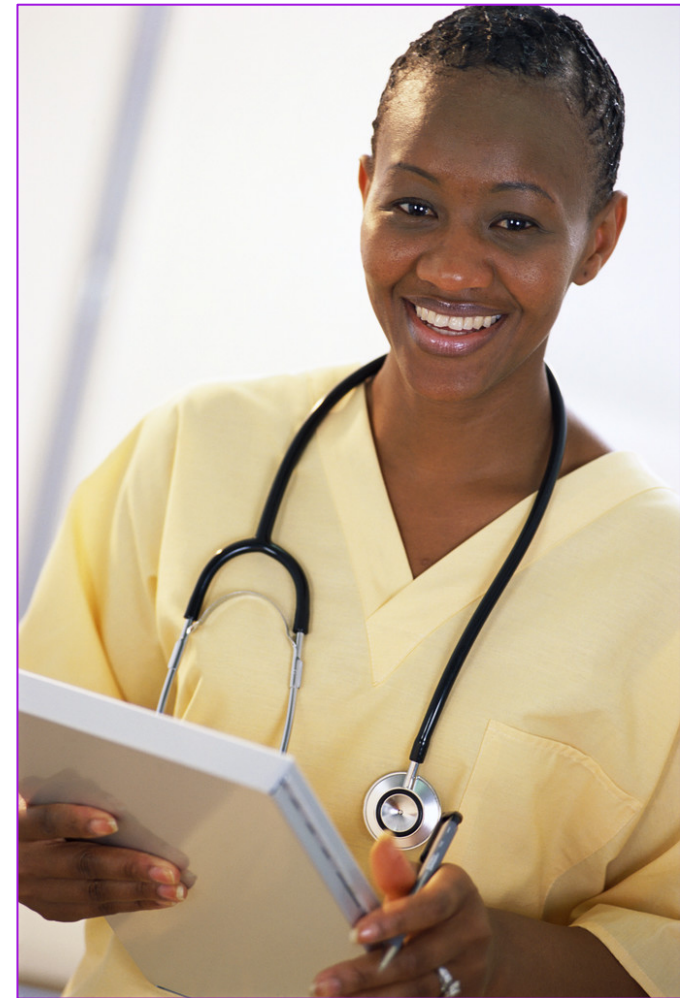
Minimize risk of harm to patients and providers through both system effectiveness and individual performance

Outcome:

- ▶ Constantly asks, what about my actions are at risk for the patient?
- ▶ Where is the next error likely to occur?
- ▶ What actions can I take to prevent near misses?
- ▶ Monitors the system for likely errors

**Lecture alone will not create the behavior change required.**

How do we include reflection in learning activities to help students incorporate didactic knowledge into practice?



# Integration through a variety of curricular approaches can create more effective long term change

Thread through nursing and interprofessional courses: class, simulation/skills lab, clinical learning

**Questions**

**Narrative  
pedagogies**

**Unfolding case studies**

**Web  
Modules**

**PBL**

**Papers**

**Readings**

**Case  
Studies**

**Reflective  
practice**



“It means thinking about your practice, about your relationship with others and about the way you feel about performing certain tasks. Really in a sense it is becoming more self-aware of your own practice.”

P. 87, *Reflection in Experiential Learning.*


# Model of reflection to develop practice (Freshwater, 1998)

Level of reflection	Model of reflection	Stage of development
Descriptive	Reflective journals, reporting incidents, reflection-on-action	Practice becomes conscious
Dialogic	Discourse with peers in various arenas including clinical supervision	Practice becomes deliberative
Critical	Able to provide reasoning for actions by engaging in critical conversations about practice with self, others	Transformative practice, practice improvement, move to innovation

Reflection: expression of expectations, perceptions and feelings of an experience represented by evidence from 3 R's.

Evidence	Domain	Cite Example
Reaction	Affective Domain: examine the evidence examine how you feel	
Relevance	Cognitive domain: how is the evidence related? add your own understanding. give alternative views	
Responsibility	Psychomotor domain how is the knowledge used? clarify remaining questions	

# Reflection and Research

- ▶ Thinking about practice from a spirit of inquiry leads to questions about best practice
  - ▶ Asking questions about practice leads to research questions to provide evidence to guide practice
  - ▶ A spirit of inquiry moves away from tradition, seeks innovation and new answers to guide nursing work and is the framework for improving quality and safety in care
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# A Science of practice

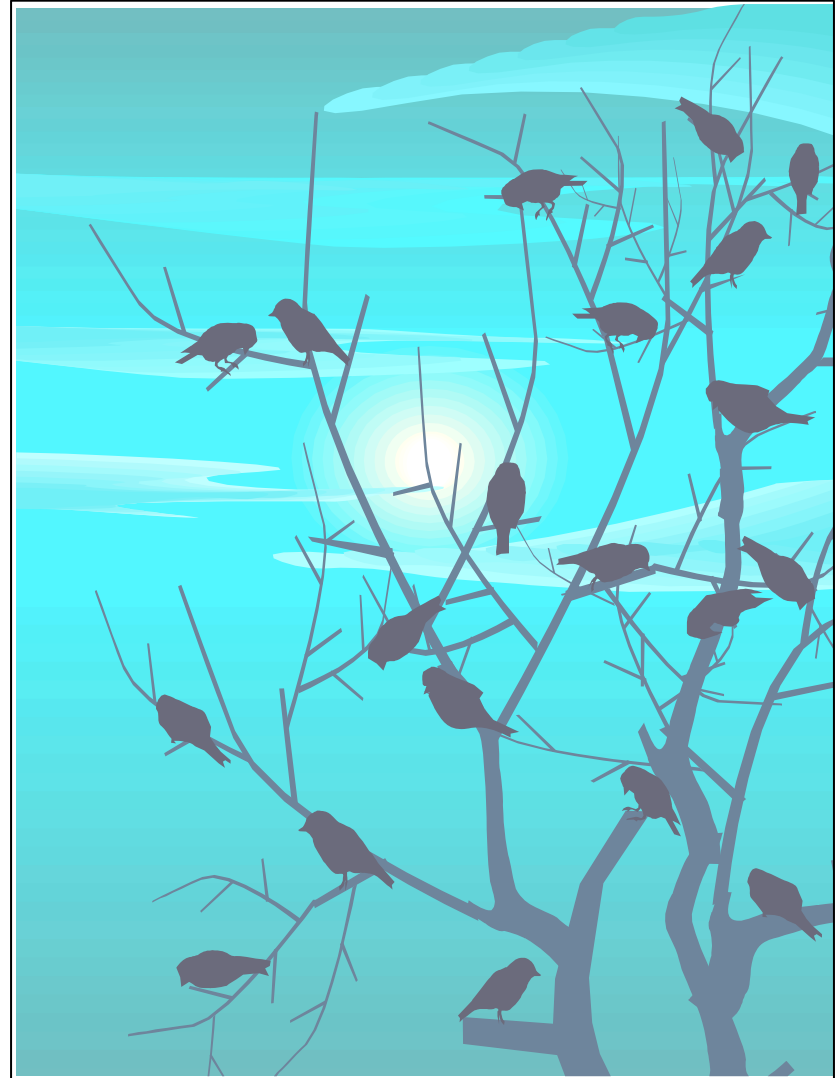
- ▶ Professional development that is based on reflexive methods or knowledge does not lack theory or evidence.
- ▶ Rather it is based on evidence and theoretical knowledge.....reflection brings theory to practice when one reflects on an experience in light of what one knows or needs to know.

# Reflection for the end of the day to improve quality and safety

- ▶ When today were you unsure of what to do?
- ▶ How did you feel?
- ▶ What steps did you take to be able to make an informed decision?
- ▶ What were safety issues?
- ▶ What would you do differently in the future?
- ▶ What questions arise for research?

# Identifying questions

- ▶ From reflecting on practice, we can realize the gaps in the evidence base and from that develop questions for research, thus we can through reflection, link professional growth, education, practice and research.



# Additional References

- Sherwood & Horton–Deutsch. (2008). Reflective practice: The route to nursing leadership. In Freshwater, D., Taylor, B., & Sherwood, G. *International textbook of reflective practice in nursing*. Oxford, England: Blackwell Publishing & Sigma Theta Tau Press. Pp. 157–176.
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