



Feed a Man a Fish or Teach a Man to Fish

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Clinical Challenge

A Clinical Instructor's (CI) day involves debriefing nursing students after clinical practice. The purpose of debriefing sessions are to follow up on the progress of students' performance, monitor the achievement of clinical objectives, facilitate translation of knowledge into clinical action and encourage group sharing and learning from clinical experiences and problem solving.

The debriefing sessions include purposeful reflection on learning how to learn from authentic clinical experiences. Self-Regulated Learning (SRL) and reflective practices are essential for clinical learning and professional nursing practice, in the dynamic healthcare environment. However, some students were observed to be less proactive and lacked strategic approach towards their clinical learning.

Filling the Gap

To surmount this, a Guided Daily Reflection Journal (GDRJ) and weekly paired feedback session were introduced, to guide 56 nursing students in reflective practice since March 2018. The GDRJ encourages the student to reflect on their daily clinical practices and the feedback they receive from the clinical staff. The CI discusses and provides feedback to students in pairs, focusing on sharing and recounting the learning points and discussing the unresolved questions listed in their journal. Through self-reflection and meaningful discussions, the students are able to monitor their own learning progress and actively seek ways to improve. The GDRJ also functions as a formative assessment tool for CIs to monitor the progress of each nursing students.

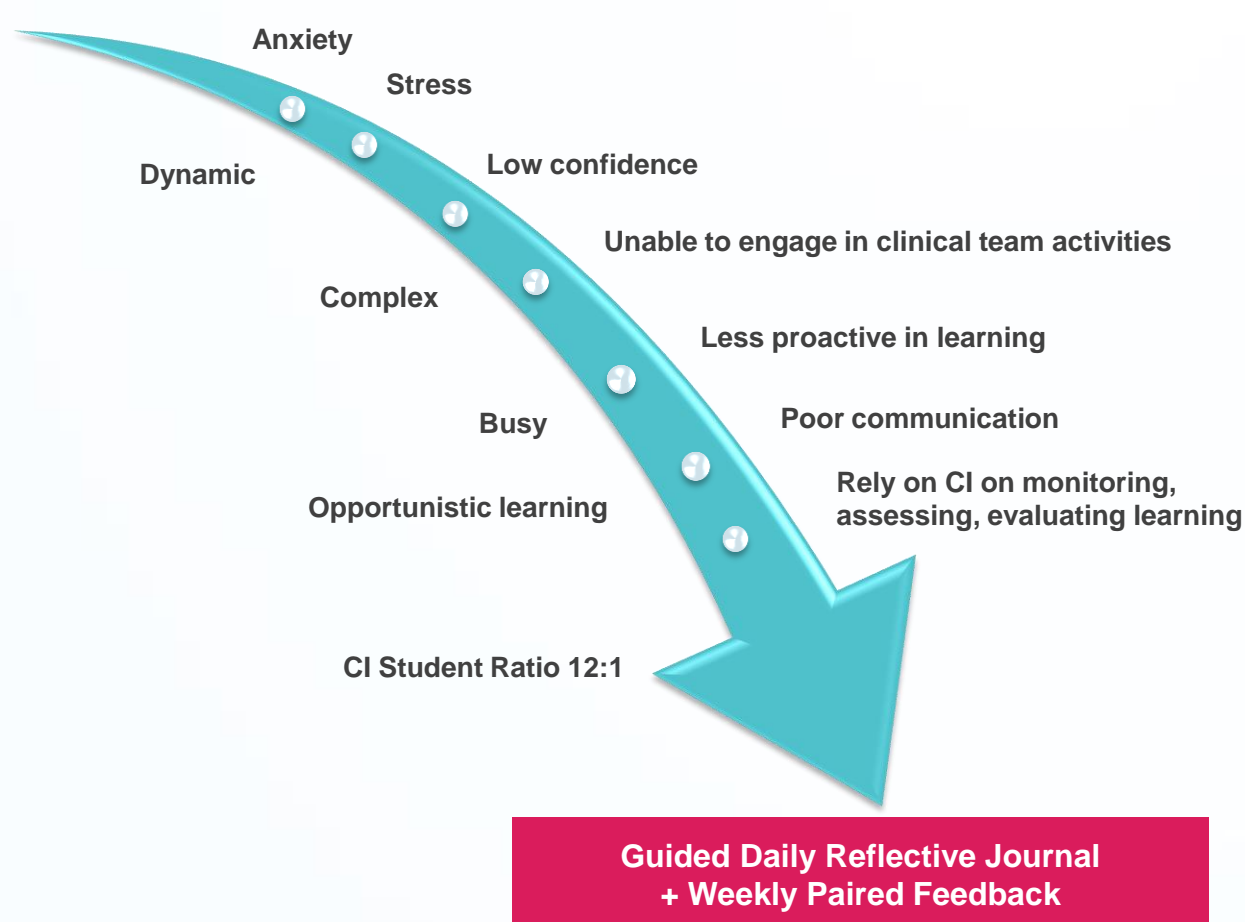


Figure 1: Challenges leading to Intervention

Details of the Outcomes

A preliminary outcome measurement aiming for improvement was conducted. Data collected included end posting individual reflection, PECT student feedback form, and an anonymous 10-question survey. The questionnaire consists of both quantitative and qualitative questions. It was designed to explore students' experience and perception and suggestion for improvement. Feedback from students were positive and they were satisfied with the rotation.

Perceived impact of GDRJ & Weekly Paired Feedback on clinical learning



Whether consider GDRJ a busy work

"No. Initially I felt like a chore to do everyday, so I crammed it all on the last day during the first week. But I found out I could hardly remember my patients and the details of what I had learnt about, and decided to do it each day. It doesn't feel so much like a chore anymore. In fact, I had a lot more to write, I decide to open a personal space to write about it."

NUS Student

"No, it is okay if you do not accumulate and complete 5 days of reflection in one day."

NP student

"No, it helps me to focus and spend sometime internalizing anything that have gone right and wrong that day."

ITE Student

Experience with feedback and its necessity

"I think I would not have benefited from it as much without the feedback from the CI. CI cleared my misconceptions and certain doubts I had, and she explained on how some realizations of mine were very important in nursing care."

NUS Student

"Feedback provided by CI was important and helpful. I would not know I have gone wrong or whether the thing I thought I had done well was actually right or good enough. Receiving the feedback in pairs is comfortable. For me, I also did learn a lot from my partners' reflections."

NUS Student

"Without feedback, I can't clarify any doubts so it will cause ambiguity and lower the effectiveness of my learning. Providing feedback in pairs is good so that we actually understand how to reflect properly and there was also mutual learning."

NP Student

Suggestions for improvement

- Continue using the GDRJ with weekly paired feedback for all future students
- Increase space to allow more entry
- Start from first-year students

Learning Gained from This Episode

The use of a guided daily reflection journal and paired feedback helps to enhance nursing students' reflective practice and self-regulated learning (SRL).

Significance to Future as An Educator

It is helpful to have a structured reflective journal as a guide for the reflective process. The educators could use it to reflect and document their reflections on clinical teacher-student interaction experience, recognizing and documenting their intrapersonal and interpersonal reactions to the teaching-learning experience in their clinical teaching.



Figure 2: Weekly Paired Feedback Session Clinical Instructor