Purpose

- Reflective program is composed of concept mapping and reflective diary using clinical experiences based on self-regulated learning theory.
- Reflective program using concept mapping is one way to improve nursing competencies and reflective learning for clinical nurses.
- The results indicate that concept mapping can be used as an educational method of increasing Critical Thinking skill for clinical nurses.
- This program can be implemented especially for nurses who have to adapt to a new ward as well as ward conference with case study.
- The reflective program using concept mapping is supposed to be continued with reflective program on clinical nurses for a long period of time.

Development and Evaluation of Reflective Program Using Concept mapping for Clinical Nurses

Hyojin Kim¹, Hyunsook Shin², Yu-nah Lee³, Hyejin Kim⁴

Introduction

- Using concept mapping strategies have been used to help student nurses to achieve desired nursing competency, but their effectiveness has not been examined for clinical nurses.
- Adult learn effectively through using their own experiences and knowledge (Munrow, 1991), and reflection is an important enhancing competency education method for nurses.
- Self-regulated learning theory (Kezano, 1999) is composed of behavioral, environmental, and metacognitive self-regulation. These three components enhance self-regulated learning leading to improvement in strategy, intention, explanation, and evaluation. In addition, self-regulated learning is a process of reflection.
- Concept mapping is a good reflecting method to show complicated situation like fever management of cancer patients. Thus, using concept mapping for reflecting nursing experiences based on self-regulated learning theory can improve their nursing competencies.

AIM

- Develop a reflective program using concept mapping on clinical nurses.
- Evaluate the effect of a reflective program on competency of clinical nurses.

Methods

- Experimental research and comparisons within one group in different times using paired t-test were made. The same group did nothing for the first three weeks, and the group applied a reflective program for next three weeks.
- Each time had checked of nursing core competency scales (Lee et al, 2010) and Reflective learning continuum score (Peltier, Hay & Drager, 2005).
- Nursing core competency scale has 5 domains and those are Human understanding and communication, Professional attitude, Critical Thinking, General nursing performance, and Special nursing performance. High score means having good nursing competency.
- Reflective learning continuum is measuring level of reflection. High score means having good nursing competency.
- Reflective learning continuum is a process of reflection. High score means having high level of reflective learning.
- In this study, total of 19 clinical nurses in two different hospital in Korea were participated.

Outcomes

- Reflective program - Using Ward Conference, Gathering Individual into groups, Applying Concept mapping and Reflection diary
- Self-regulated learning related reflection diary questions

Conclusion

- Reflective program is composed of concept mapping and reflective diary using clinical experiences based on self-regulated learning theory.
- Reflective program using concept mapping is one way to improve nursing competencies and reflective learning for clinical nurses.
- The results indicate that concept mapping can be used as an educational method of increasing Critical Thinking skill for clinical nurses.
- This program can be implemented especially for nurses who have to adapt to a new ward as well as ward conference with case study.
- The reflective program using concept mapping is supposed to be continued with reflective program on clinical nurses for a long period of time.

Bibliography

1. Hyojin Kim, MSN, RN, Doctoral Student*
2. Hyunsook Shin, PhD, CPNP*
3. Yu-nae Lee, MSN, RN, Doctoral Student*
4. Hyojin Kim, MSN, RN
* College of Nursing Science, Kyung Hee University