Background:
- Reflective capacity is considered an essential attribute for professional nursing competence (Bulman, Lathlean, & Gobbi, 2014; Sherwood & Horton-Deutsch, 2012) and used globally for professional regulation and licensure.
- Reflective practice with students seems to be restricted to use of models at a surface level of thinking.
- Mindfulness is essential to development of critical being (Johns, 2013, Barnett 1997).
- Professional educators need to examine their own practices to build upon teaching and learning processes (SoTL).

Purpose:
- To understand how nurse educators embody reflective practice

Process:
Selection of papers: 2006-2016 nursing research studies separated from philosophical and theoretical papers
Databases: Academic Search Complete – including CINAHL, MEDLINE, PsychINFO, SocINDEX
Keywords: reflection, reflective practice, reflexivity, heutagogy, caring, compassionate care, leadership, mindfulness, critical being, transformative learning, nursing, moral distress

Screening: Research articles screened (Koop & Burgess-Pinto, 2002) for quality of reporting and methodology. Articles with a score ≥ 10/17 were included in the review. Philosophical and theoretical articles screened by date, discipline, potential influence, and relevance to framework.

Findings:
Research studies:
- 24 of 45 studies were nursing research while only 6 of the 24 studies included educators
- No study focused on educators alone
- 1 descriptive survey and various qualitative methodologies: interpretive ethnography, action research, phenomenology, grounded theory, discourse analysis, focus groups, semi-structured interviews
- 3 provided direct ways to enhance educator performance;
- 3 focused more on students and evaluation

Philosophical and theoretical literature:
- 180 full text articles remained for review
- No consensus definition of reflection
- No consensus on how to measure critical reflection
- Reflection and reflexivity (mindfulness) are important components of SoTL, heutagogy, critical being and embodiment
- Reflection is viewed as critical for life-long learning in nursing (Davis et al. 2014)

Next Steps:
- SoTL Research Question: How are reflective practice and reflexivity described and modeled by nurse educators with undergraduate nursing students?
- Methodology: Mixed methods: A descriptive survey with interviews/focus groups and story completions/or vignettes.
- Heuristic Inquiry: Narrative reflexive process accounts by researchers

References:
**Research Articles**


**Philosophical and Theoretical Articles**


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