Reflective Practice Journaling and Clinical Reasoning: A Qualitative Inquiry Study
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Objectives

- Explore the use of a guided reflection model educational pedagogy in the validation of critical thinking and clinical reasoning in RN-BSN students.
- Interpret the use of reflective journaling in contemporary nurse education curriculum.
Abstract Summation

Results of a qualitative descriptive study exploring the use of reflective journaling as a pedagogical strategy in the attainment of clinical reasoning and clinical judgement among RN-BSN students in a residency program at a public university in the US is presented. Insights into nursing education are given.

Keywords
Reflective journaling; clinical reasoning; ways of knowing
Research Question

What is the RN-BSN residency students’ experience and perception of evolvement of clinical reasoning and clinical judgment through the process of reflection and reflective journal writing?
Research Study

• IRB approved
• Design:
  ◦ Qualitative descriptive research study
  ◦ Use of reflective journaling as a pedagogical strategy to evaluate the attainment of clinical reasoning
  ◦ Purposive sampling of seven RN residency program students were obtained through informed consent.
This project is supported by the Health Resources and Services Administration (HRSA) of the U.S. Department of Health and Human Services (HHS)

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This information or content and conclusions are those of the author and should not be construed as the official position or policy of, nor should any endorsements be inferred by HRSA, HHS or the U.S. Government."
Residency Programs: Overview

- Residency programs, described by the American Association of Colleges of Nursing [AACN] as a model intended to provide supplemental education within the context of the workplace through the provision of mentored, individualized clinical experiences.

- Benefits: have demonstrated to provide benefits through a variety of ways including:
  - overall improvement (Rush, Adamack, Gordon, Lilly, & Janke, 2013);
  - additional attainment of knowledge through skills training, debriefing, and hands on self-care knowledge (Pine & Tart, 2007); and
  - culturally congruent care based upon evidence (Letourneau & Fater, 2015).
An exceptional academic-practice partnership, funded by the Health Resources and Service Administration (HRSA), has been developed by New Jersey City University (NJCU) (public university), two Associate Degree Nursing Programs, a Magnet Designated Medical Center and an urban Public Health Department to implement an innovative one-year RN-BSN program with a concurrent nursing residency.
Residency Program (cont.)

- This enhanced one-year program provided diverse Associate Degree Nurse Graduates (ADGN) to put theory into practice by teaming up with preceptors at the Medical Center and Public Health Department for an intensive, hands-on clinical experience. The success of the ADGN students was accomplished through financial assistance, mentoring, and a comprehensive network of student support services.
Participant Population: HRSA Students

- Accepted from (2) Associate Degree Partner Colleges with Articulation Agreements
- All Students had Grade Point Average above 3.0 on a 4.0 Scale
- Scholarship provided for 60% of the college tuition or $6,250.
- Stipends of $5,000 for Fall and $5,000 Spring
Conceptual Definitions

- **Reflective Practice**
  - “a means of self-examination that involves looking back over what has happened in practice to improve or encourage professional growth” (Ruth-Sahd, 2003, p. 488)
  - conscious, dynamic process of thinking about, analyzing, and learning from an experience that gives one insights into Self and practice (Freshwater, 2008; Kim, Lauzon, Burbank & Martins, 2010; Asselin, 2011)

- **Critical Thinking**
  - **Clinical reasoning**
    - “as a complex cognitive process that uses formal and informal thinking strategies to gather and analyze patient information, evaluate the significance of this information and weigh alternative actions” (Simmons, 2010, p. 1155)
  - **Clinical judgment**
    - “an interpretation about a patient’s needs and/or the judgment to take action (or not), the use of standard approaches or modification of standard approaches or improvising of a new one as deemed appropriate to the patient’s response” (Tanner, 2006, p. 204).
Key Concepts

Critical Thinking

Clinical Reasoning

Clinical Judgement
Theoretical Foundations

• Ways of Knowing in Nursing (Carper, 1978)
  ◦ Ethical Knowing
  ◦ Personal Knowing
  ◦ Aesthetic Knowing
  ◦ Empirical Knowing

• Ways of Knowing (Chinn & Kramer, 2014)
  ◦ Emancipatory Knowing
Methodology

• Reflective Journaling
  ◦ Secured electronic format
  ◦ Anonymity
  ◦ Reviewed by both researchers
    • “Dialogue” with students
    • Thematic analysis independently

• John’s Model of Reflection (1994)
  ◦ Cue Questions
Thematic Analysis Findings

- Clinical Reasoning and Ways of Knowing continuum

Empirical Knowing  

Emancipatory Knowing
Emancipatory Knowing

Voice

Community of Caring

Vulnerability

Disparity
Reflection Journal Quotes

- "this year has been full of priceless discoveries and knowledge"
- "I think and see things differently" "this program literally changed my life and my view of nursing as a profession"
- "I'm not so task oriented as I was before, now I'm able to look at a patient and see the big picture"
- "I am pleased to see how I have evolved into this successful bi-cultural nurse leader"
- "Living in my community, but not assessing the community itself" Living in but not seeing.
Curricular and Educational Implications

- Reflective journaling as a warranted pedagogical strategy
- Active constructivist learning theories
- Models of clinical learning
Positive Outcomes

- All 23 Graduates are employed!!
  - Specialties (Labor & Delivery, Medical Surgical Nursing, Emergency Department)
  - One Graduate chosen for marketing material for the National Hispanic Nurses Association
  - One Graduate is a traveling nurse, California, Hawaii
  - All graduates have gone back to their neighborhoods to present to their neighborhood schools
Graduates, Cohort I
Through the implementation of this HRSA funded 3 year program, New Jersey City University will graduate a total of 23 diverse BSN degree-holding nurses which will have completed the residency and be highly marketable and employable post-graduation.
Selected References

Thank you!

For Further Information/Questions:

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