Using Guided Reflection to Integrate Self-Care Practices in a New Graduate Nurse Program

Jane DeLancey, MSN, RN, ACCNS-AG, Caritas Coach®
Nursing Professional Development Specialist
Gisso Oreo, MSN, RN-BC, Caritas Coach®
Manager, Center for Education and Professional Development
Center for Education and Professional Development
Stanford Health Care, Palo Alto, CA, USA
Presenters:

Jane DeLancey, MSN, RN, ACCNS-AG, Caritas Coach®
Gisso Oreo, MSN, RN, CMSRN, Caritas Coach®

Learning Outcome:
Participants will be able to analyze one method used to enculturate new graduates to the ontological aspect of caring and the importance of developing and modeling self-care practices

Disclosures:

✓ No Presence of conflict of interest
✓ No Commercial Support
✓ No Sponsorship
**Introduction**

- Traditional approach to enculturating new graduate nurses to the organization focused exclusively on developing skills and knowledge.
- This approach provided limited exposure to the ontological aspect of nursing essential for nursing practice.
- The revised comprehensive training program bridges the theory-practice gap with guided reflection designed to expose the new nurse to the concept and importance of self-care practices.
- Reflective practice is a deliberate cognitive and affective exploration of experiences with the purpose to learn.
Significance

- New graduate nurses feel overwhelmed and stressed by a healthcare environment riddled with a system-focus on outcomes and quality care during the process of skill acquisition.

- Nurse turnover in the first year of nursing is 25%.

- New graduates feel guilty and incompetent as they transition to practice.

- New graduates neglect self-care practices adjusting to 12-hour shifts.

- Self-care practices reduce burnout and increase nurse engagement.
Guided Reflection Methodology

- Reflective practice is the intentional process of learning by exploring and describing thoughts and feelings regarding decisions made while rendering patient care.

- Capturing the experience allows the nurse to increase knowledge, self-awareness, and cultural elements of caring for future patient interactions.

- Competencies of critical reasoning skills, self-empowerment, creativity, accountability for newly acquired knowledge ownership of learning outcomes and dealing with ethical issues are cultivated.

- Optimal patient care outcomes are achieved when these essential competencies are embodied in practice.
Project Description/Process

- Faculty guided reflection was incorporated as an educational learning modality into the Foundations of Acute and Critical Care (FACC) training program to stimulate the learners to adopt and integrate self-care strategies into their nursing practice.

- Faculty presented the concept of self-reflection as a vital component of nursing practice and guided the learners to recall a recent nursing situation or patient interaction experience.

- Faculty presented a couple of questions fuel their thoughts:
  - What does nursing mean to you?
  - How has this process shaped you as a nurse? What did you learn about yourself?

- Learners were encouraged to reflect on their experience(s) and express themselves using words, pictures/images, phrases, poetry, etc.
Project Evaluation

Learners shared their artwork and expressed their thoughts and experiences.

“I’m more proactive in my thoughts about learning, how to use resources, approach difficult situations, and can add my new knowledge for the next time”

“I’m learning how to be open to considering all patient symptoms”

“Nursing is a courageous process”

“I’m learning to trust my voice”
Program Outcome(s)/Future Plans

**Program:**
- Evaluation data supports guided reflection as an effective teaching-learning methodology to introduce them to the concept of self-care reflective practices.
- Ongoing evaluation of the guided reflection activity and integration self-care reflective practice in the FACC program.

**Learner:**
- Learners possess the knowledge and skill to incorporate self-care reflective practices for their personal and professional growth and development.

**Future Organizational Culture:**
- Patient Care Satisfaction
- Quality Care
- Staff Satisfaction
You have Questions
We have Answers

Contact information
Jane DeLancey: jdelancey@stanfordhealthcare.org
REFERENCES


