The centrality of **reflexivity** - challenging undergraduate nursing students to “meet people where they are at”!

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inspiring nursing as if every person matters

Aging
Environmental health
Indigenous health
Rural nursing
Women’s health
Ethics
Leadership
Lifelong learning
Professional practice
Safety
Advocacy
Relational Practice
Social Justice
# Theory, research, practice connections

## Theoretical course
- Family nursing as relational inquiry
- Ask questions of ourselves, our contexts of practice as well as our patients
- Pragmatism, relational inquiry, socio-environmental health promotion, cultural safety, **reflexivity**, being in-relation, relational capacity and nursing across difference

## Clinical practice course
- Navigate the complexities of family nursing.
- Relational inquiry
- Knowledge of family nursing, related theories and scholarly literature.
- Health-promoting, evidence-based practice, reflecting principles of family nursing as relational practice.
- Accountability and professionalism
Underpinnings of relational inquiry

- Knowledge development
- Habits of practice
- Relating with
Looking in the Mirror
Reflexivity and ways of knowing

Relational Engagement as Ways of Knowing

- Personal
- Aesthetic
- Ethical
- Empirical

Carper’s Fundamental Patterns

Chinn & Kramer’s Ways of Knowing

Emancipatory
Reflexivity & Inquiries

- Observation: intrapersonal
- Critical scrutiny: interpersonal
- Conscious participation: contextual
Reflexivity as integral to conscious participation and self knowing

- Not simply paying attention to your feelings, thoughts and emotions
- Not just thinking back on what happened
Self observation

- Emotions and bodily knowing

- Consciously asking: what am I thinking, feeling, doing in this clinical situation?
Critical (self) scrutiny

- What are my **assumptions**?
- What are my **beliefs**?
- What are my **attitudes** in this clinical situation?
- How can I check out my knowledge in this clinical situation?
Conscious Participation

- What I will do in this clinical situation now that I have reflected upon it?
- (rather than responding habitually or unconsciously)
Our concerns vs patient concerns

- Paying attention develops our awareness of what we bring to our practice so that we do not inadvertently privilege our own concerns over families.

- Conscious participation ensures we consistently ask **what is meaningful** to this person/family.
Questions for reflexive practice

- What was the goal of the interaction?
- Why did I respond as I did?
- What were the consequences for the patient?
- What were the consequences for me?
- How was the patient feeling? How did I know this?
- How did I feel?
- What influenced me to feel this way?
Questions for reflexive practice

- How did my actions match my beliefs?
- Why did I act the way I did?
- What knowledge influenced me?
- What knowledge should have influenced me?
- What did I learn from this situation?
Building reflexivity

- Journaling
- (re)visiting Beliefs about mental illness
- Guest speakers
- Post conference discussion: dedicated time for writing/discussion
- Scholarly reflective writing that integrates theory, research & practice
John’s model of Structured Reflection

**START HERE**
description of the experience and significant factors

**reflection:**
what was I trying to achieve, why and what are the consequences?

**influencing factors:**
what internal/external factors & knowledge affected my decision-making?

**Learning:**
how did I feel about this experience?
what will change because of this experience?
how has this experience changed my ways of knowing?

**Could I have dealt with this better:**
what other choices did I have and what would be the consequences of those choices?
Project results to-date

**Teacher perspective**
- Role-modeling of reflexivity is challenging: sense of vulnerability about uncertainty & ambiguity
- Creating a safe place to examine clinical experiences is very individual and occurs over time

**Student perspectives**
- Confronting assumptions
- Identifying one’s privileges
- Writing gets experience out of my head
- There is no one right way
- Nursing is much more than **DOING**
- Learning to honour the patients’ experiences
- Appreciating the complexities of clinical practice
- Learning to find my voice
References


- Newton, J M. (2000) Uncovering Knowing in Practice amongst a Group of Undergraduate Student Nurses. Reflective Practice: International and Multidisciplinary Perspectives, 1:2, 183-197, DOI: 10.1080/713693152