


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



Cathy Graham, RN, MSc.
Trent/Fleming School of Nursing
Peterborough, ON.



Elders

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

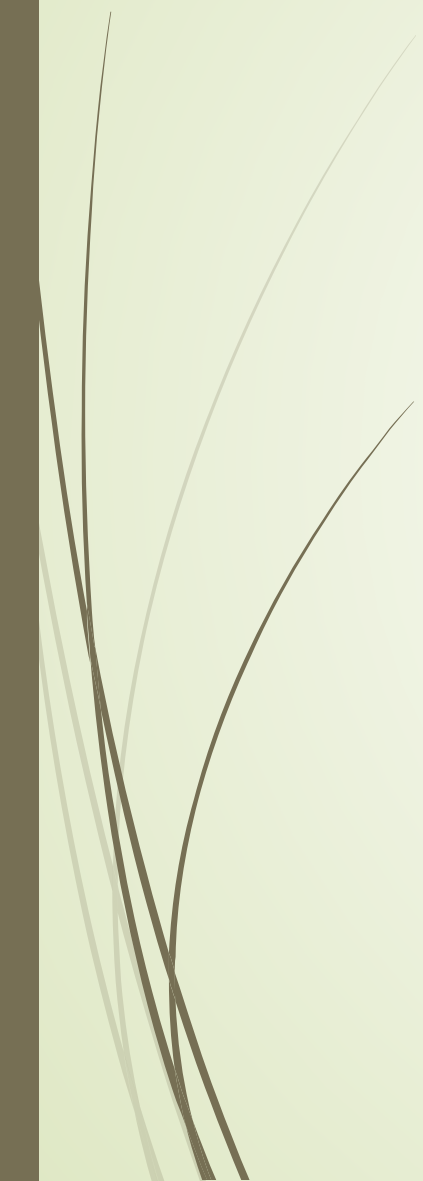
- ▶ *family nursing as relational inquiry*
- ▶ *ask questions of ourselves, our contexts of practice as well as our patients*
- ▶ pragmatism, relational inquiry, socio-environmental health promotion, cultural safety, **reflexivity**, being in-relation, relational capacity and nursing across difference

Clinical practice course

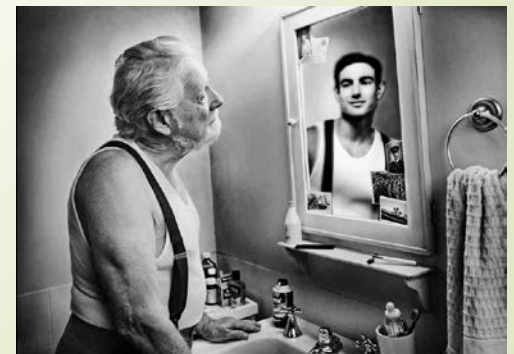
- ▶ navigate the complexities of family nursing.
- ▶ relational inquiry
- ▶ knowledge of family nursing, related theories and scholarly literature.
- ▶ health-promoting, evidence-based practice, reflecting principles of family nursing as relational practice.
- ▶ accountability and professionalism



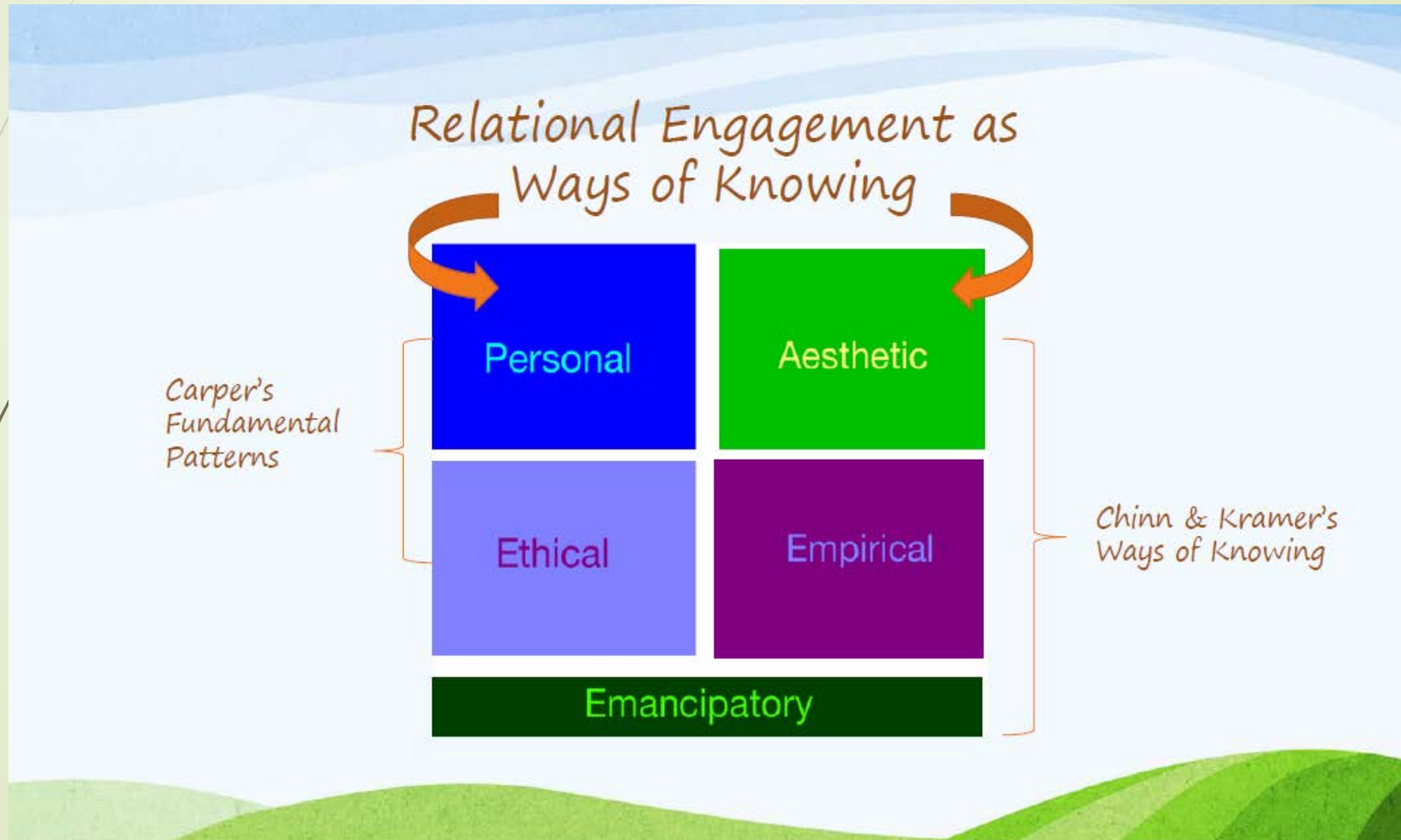
Underpinnings of relational inquiry


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- Knowledge development
 - Habits of practice
 - Relating with

Looking in the Mirror

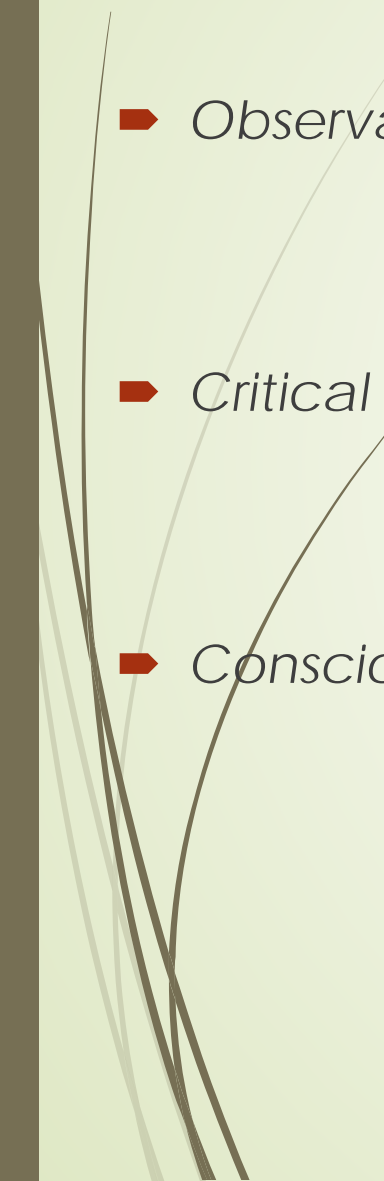



Reflexivity and ways of knowing



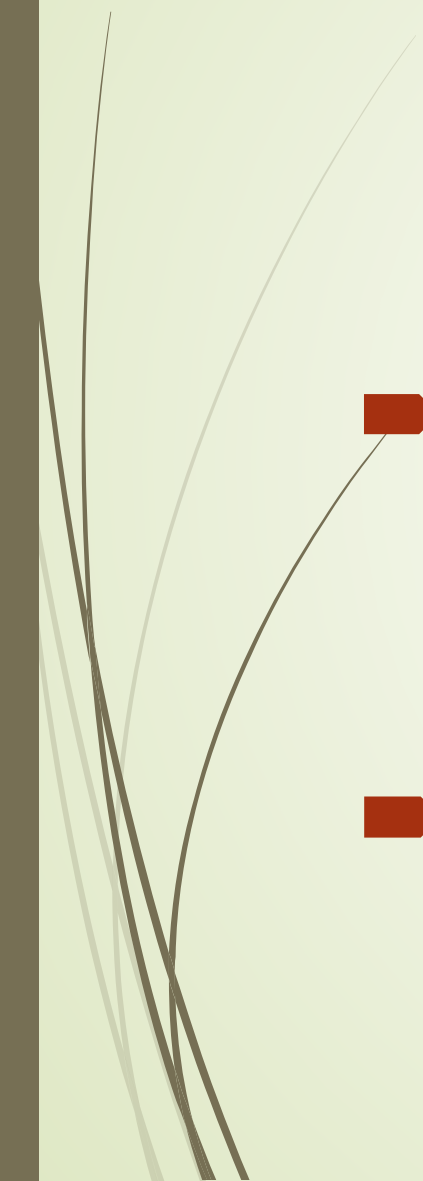


Reflexivity & Inquiries

- *Observation*: **intrapersonal**
 - *Critical scrutiny*: **interpersonal**
 - *Conscious participation*: **contextual**
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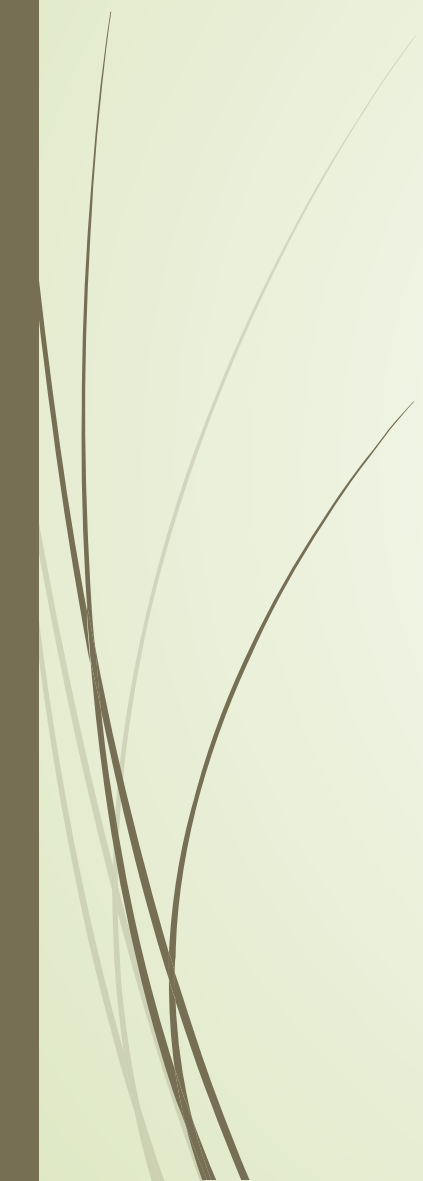


Reflexivity as integral to
**conscious participation and self
knowing**

- 
- 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?
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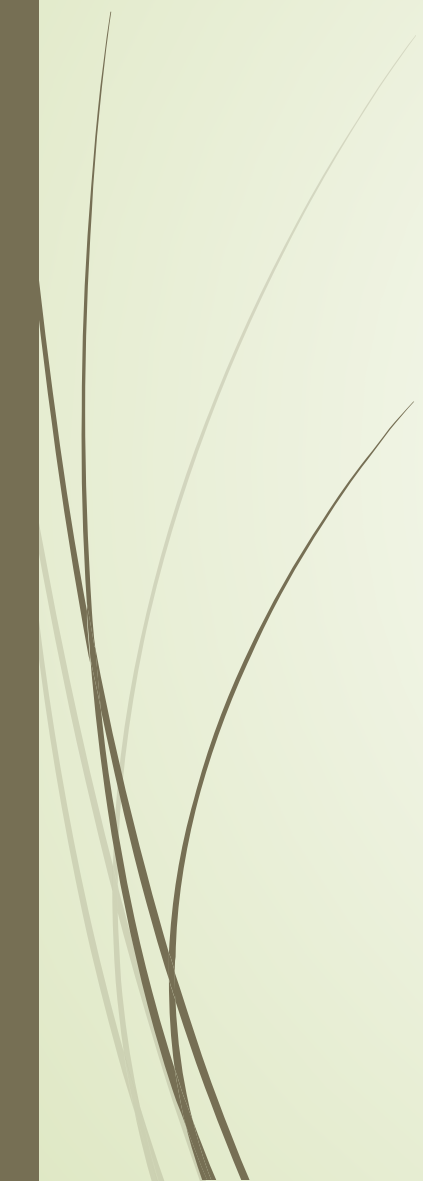



Critical (self) scrutiny

- 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?

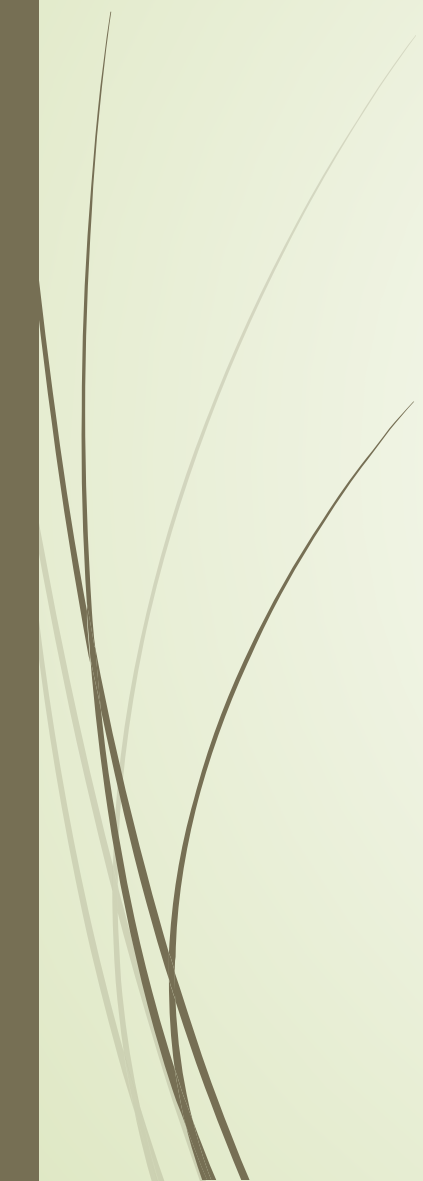



Conscious Participation

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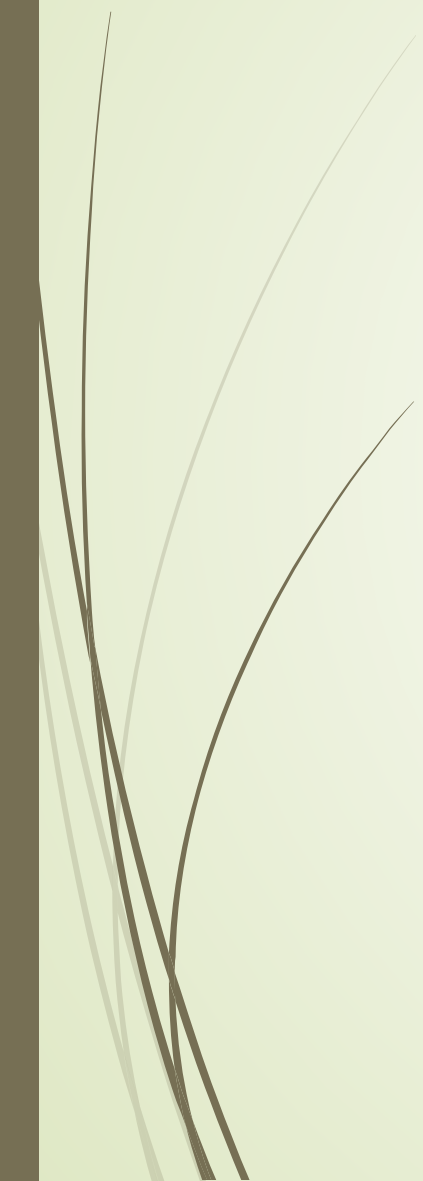



Our concerns vs patient concerns

- ▶ 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
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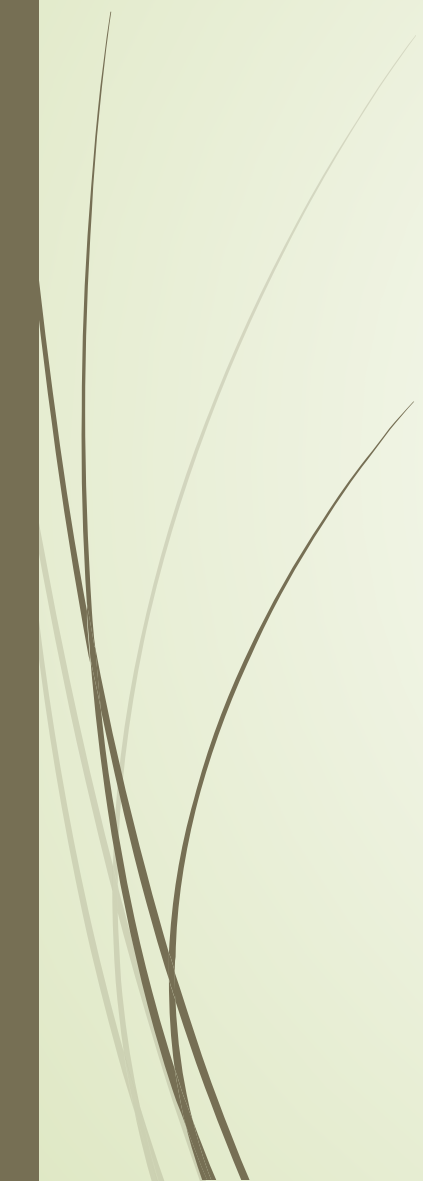


Questions for reflexive practice

- 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?
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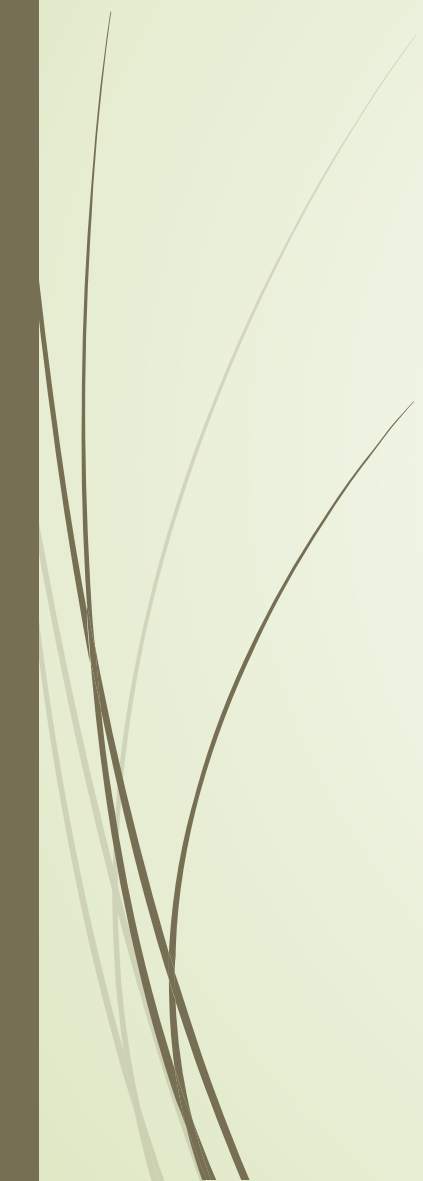


Questions for reflexive practice

- 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





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

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