



EXPLORING THE PERCEPTIONS OF REFLECTIVE PRACTICE IN UNDERGRADUATE NURSING AND MIDWIFERY STUDENTS IN THE CLINICAL LEARNING ENVIRONMENT. AN EVIDENCE SYNTHESIS



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BACKGROUND

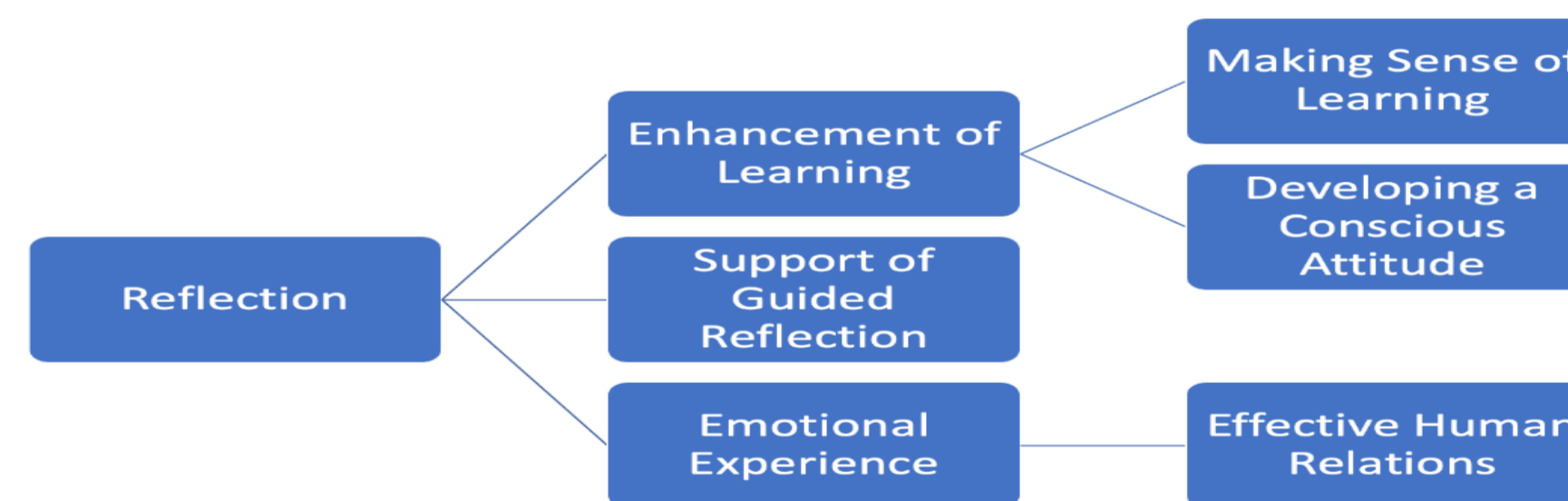
Reflective practice is a professional competency and the hallmark of evidence-based practitioners. It is a learning strategy used in practice for healthcare education. The capacity to reflect is regarded as a fundamental characteristic of professional development. It acknowledges students' need to perform and to think professionally as a central element of learning integrating theory and practice. This self-development process is essential for independent lifelong learning and autonomous practice.

RESULTS

The author systematically interpreted the findings, and implementation science was introduced focusing on the PARIHS framework before implementing the evidence and translation into practice. Key implications for practice were highlighted. Findings include three themes, enhancement of learning, support of guided reflection and emotional experience. Findings support the benefits and appreciation for the collaborative guided group reflection structures. Implementation was based on the context of the clinical setting, facilitators and students, the facilitation process to support implementation (PARIHS) and the implementation team in parallel with stakeholder engagement.

AIMS

This evidence synthesis aims 1) to explore the qualitative data of undergraduate nursing and midwifery students' perceptions of reflective practice in the clinical environment, 2) to generate greater awareness of the value of guided reflective practice and its contribution to learning, 3) to explore which frameworks, develop and assist the transition from novice to competent reflective practitioner, 4) to identify a concept analysis of reflective practice within the context of undergraduate nursing and midwifery. This synthesis encompassed 10 years from 2011 to 2021.



Model.1 Conceptual Model of Identified Themes.

METHODS

The extensive search covered three databases and used different keyword strings and database-specific subject headings. Filters were applied at the database level, and articles were chosen based on the inclusion and exclusion criteria. Six single qualitative studies met the synthesis criteria. Internal validity was increased as the inclusion criteria were selected to identify similar studies focused on the experience of clinical reflective practice for undergraduate nurses and midwives. The CASP quality assessment tool was used to assess the studies. The integrity of the research design was further appraised based on credibility, dependability, transferability, and confirmability.

CONCLUSION



Reflective practice is a valuable learning activity in healthcare practice. It can contribute to the development of skilled, self-aware, and engaged practitioners. A united position is required as reflective practice can help shape the narrative of the student's learning journey. There must be improved recognition of reflective practices to provide a unified and coherent learning experience that will impact service and patient outcomes.

References available upon request.