



ORIGINAL RESEARCH PAPER

Nursing

IMPACT OF REFLECTIVE DIARY ON KNOWLEDGE OF NURSING STUDENTS

KEY WORDS: Reflective learning diary, knowledge, nursing students.

Shiji Thomas (Sr. Nikhila) *

Associate Professor, Samaritan College Of Nursing, Pazhanganad.
*Corresponding Author

Dr. Sudha A. Raddi

Dean, Faculty Of Nursing And Principal, KLE University's Institute Of Nursing Sciences, Belgavi.

ABSTRACT

Reflection is a basic mental process with a purpose. It is also a process of drawing tentative conclusion in situations where the matter is unstructured or uncertain and where there is no obvious solution. Nurses work in an environment that is constantly changing. The present study is a quasi experimental non equivalent control group pretest post test to assess the impact of the pre-clinical workshop on self-reflective learning diary among nursing students on knowledge regarding psychiatry. Study results showed that post placement knowledge scores of the experimental group (mean= 27.2,SD=1.32) is greater than that of the control group (mean= 20.5,SD =2.12), and the value of t statistics is 12.013 which is significant at 0.5% level, which shows that self reflective learning diary has a positive impact on the knowledge scores of the students towards psychiatry.

INTRODUCTION

The purpose of reflection is to bring our reasoning process behavior patterns to the surface and make them explicit.¹ Reflection helps learn new things. Reflection is concerned with consciously looking at and thinking about our experiences, actions, feelings, and responses and then interpreting or analyzing them to learn from that.² Nurses are continuously learning about the latest technology and medication as well as considering the evidence that their nursing practice is based upon.³ A purposeful reflection is a tool that helps nurses gain self-knowledge and insight. Self-reflection can be used as a tool for describing experiences and have a significant impact on learning. Reflective learning is of particular significance to the education of nursing students as it inspires them to integrate theory and practice. Reflective writing turns every experience into a new perspective of learning experience. Reflective practice is the ability to examine one's actions and experiences with a view to develop their practice and enhance the clinical knowledge.⁴ Reflection allows students to make sense of the events that occur in clinical settings and to critically examine not only their role, behaviors, actions, and beliefs, but also those of others.⁵

A quantitative descriptive study done in South Africa among 100 nursing students on perceptions of student nurses on the writing of reflective journals as a means for personal, professional and clinical learning development revealed that that writing reflective journals was a valuable tool enhancing personal development, professional growth, and clinical learning. The majority (60%) confirmed that they improved in making proactive decisions and taking on the spot corrective actions.⁶ In Malaysia, a cross-sectional descriptive survey was carried out to examine the perception of a cohort of 108 final year pre-registration Diploma of Nursing students towards reflective practice through a structured questionnaire. The results indicated that reflective practice was useful to the students with a mean score of 3.82, despite the perceived barrier to good reflective practice with a mean score of 3.60.⁷ The reflective diary helps students reflect on and store their clinical learning in their memory. It also helps in better understanding of clinical practice as well as understanding what they experienced and learned, provided the clinical instructors are not available for every student all the time. The outcome increases the confidence of the students and facilitates the instructor to customize clinical experiences for individual students based on their learning gaps.⁸

This pilot study considers the impact of reflective learning diary on the attitude and knowledge of nursing students related to psychiatry. The study was focused on the nursing

student's reflection of the experiences within the mental health setting. The impact of reflective diary on attitude towards and knowledge about psychiatry has been explored by means of an interpretive and descriptive approach.

Statement of the problem: A study to assess the impact of the pre-clinical workshop on self-reflective learning diary among nursing students on knowledge regarding psychiatry.

Objectives:

1. To assess the pre-placement knowledge of nursing students regarding psychiatry.
2. To assess the impact of self-reflective learning diary on knowledge of nursing students about psychiatry.
3. To find the association of preplacement knowledge of nursing students regarding psychiatry and selected demographic variables.

Methodology: Quasi experimental non equivalent control group pretest post test design was adopted for the study. The study used systematic random sampling for selection of nursing students. A structured questionnaire was used to collect the quantitative data. Descriptive and inferential statistics were used in this study to analyze the findings. The study protocol was approved by the institution ethical committee.

Results: Study results show that before the mental health clinical placement, 70% of the subjects had good knowledge in experimental and control group. No one had very good knowledge whereas 75% had good knowledge in experimental group and 95% had good knowledge in control group after the clinical placement. After the clinical placement 25% had very good knowledge in experimental group and 5% in the control group.

The post knowledge scores of the experimental group (mean= 27.2,SD=1.32) is greater than that of the control group (mean= 20.5,SD =2.12), and the value of 't' statistics is 12.013 which is significant at 0.5% level, which shows that self reflective learning diary has a positive impact on the knowledge scores of the students towards psychiatry. The post placement knowledge scores of the experimental group (mean =27.20,SD=1.32) are greater than that of preplacement knowledge scores (mean=19.60, SD=1.85) with 't' value of 15.21 at 0.5% level significance.

DISCUSSION

Some of the findings from this study were quite consistent with the findings in the literature. In the present study the post

placement knowledge scores of the experimental group is greater than that of the control group with the value of 't' statistics is 12.013 which is significant at 0.5% level, which shows that self reflective learning diary has a positive impact on the knowledge scores of the students towards psychiatry. Reflective learning allows involvement of the whole person in their work, rather than separating out acceptable and non-acceptable feelings. This helps nurses fully engage with their work which in addition to increasing their interest and motivation, improves their care of patients. Reflection re-examines the individual experiences or feelings and the outcome of this is allowing the practitioner to develop a new perception and an appreciation of how the experiences encountered in practice can add to professional knowledge.

Reflective practice is becoming an essential skill that is incorporated into clinical practice and continuing professional development. Reflection can be a powerful mover in the process of learning, which can lead to developments at professional, intellectual and personal levels. Various measures are to be taken into account to achieve this.⁹

Many researchers believe that the development of reflection and cognitive and metacognitive skills occurs when students are exposed to an adequate degree of complex and challenging situations as part of their experience.^{10,11}

enhances their learning activity and motivate self directed learning which helps develop students' ability to identify their own learning needs and foster life-long learning.

REFERENCES

1. John Dewey (1859-1952) - Experience and Reflective Thinking, Learning, School and Life, Democracy and Education [Internet]. [cited 2020 Apr 30]. Available from <https://education.stateuniversity.com/pages/1914/Dewey-John-1859-1952.html>.
2. Learning Through Reflection [Internet]. [Cited 2018 Apr 30]. Available from: <http://www.ascd.org/publications/books/108008/chapters/Learning-Through-Reflection.aspx>
3. Today's Nursing Profession [Internet]. 2016 [cited 2020 May 1]. Available from: <https://www.jacksonvilleu.com/blog/nursing/nursing-profession-today/>
4. Self-reflection: Foundation for meaningful nursing practise [Internet]. [cited 2020 Apr 30]. Available from https://www.reflectionsonnursingleadership.org/features/more-features/Vol139_2_self-reflection-foundation-for-meaningful-nursing-practice
5. Reflection in the training of nurses in clinical practice :JBI Evidence Synthesis [Internet]. [cited 2020 Feb 26]. Available from: https://journals.lww.com/jbisrir/Fulltext/2017/12000/Reflection_in_the_training_of_nurses_in_clinic_al.9.aspx
6. Levett-Jones T, Gersbach J, Arthur C, Roche J. Implementing a clinical competency assessment model that promotes critical reflection and ensures nursing graduates' readiness for professional practice. *Nurse Edu Prac* 2011; 111:64-69/.
7. Al-Kofahy L & Linda James. Clinical reflection: The experience of nursing students in the Obstetric unit. *IGNCP Volume 4(2017)* Available at <https://www.graphyonline.com/archives/IJNCP/2017/IJNCP-243>
8. Patterson C F, Moxham L, Brighton R M, Taylor E K& Liersch S. Nursing students' reflections on the learning experience of a unique mental health clinical placement. University of Wollongong Research Online Available at <https://ro.uow.edu.au/cgi/viewcontent.cgi?article=5124&context=smhpapers>
9. Defining Reflective Practice And Identifying Advantages And Implications Nursing Essay [Internet]. UKEssays.com. [cited 2020 Nov5]. Available from: <https://www.ukessays.com/essays/nursing/defining-reflective-practice-and-identifying-advantages-and-implications-nursing-essay.php>
10. K. W. Seibert and M. W. Daudelin, *The Role of Reflection in Managerial Learning: Theory, Research, and Practice*, Quorum Books, 1999.
11. R. S. Newman, "How self-regulated learners cope with academic difficulty: the role of adaptive help seeking," *Theory into Practice*, vol. 41, no. 2, pp. 132-138, 2002.

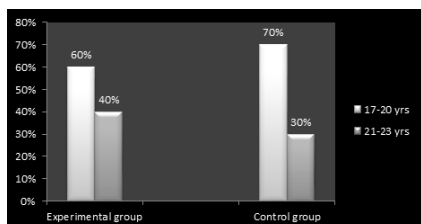


Figure 1: Distribution of students according to Age

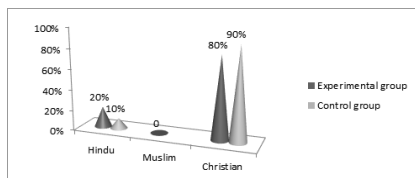


Figure 2: Distribution of students according to Religion

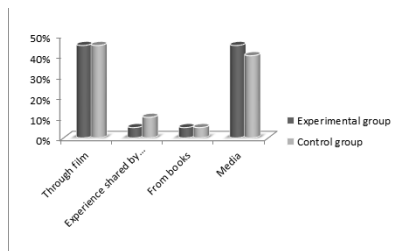


Figure 3: Distribution of students according to Source of Information

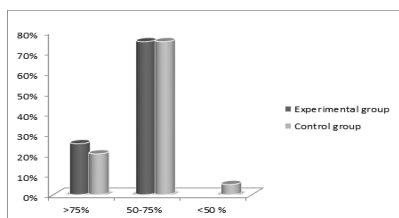


Figure 4: Distribution of students according to Completion of Syllabus

CONCLUSION

The findings of this study indicate that self reflective learning diary has significant impact on the knowledge level of the nursing students towards psychiatry. Practicing reflection