

BSc IN NURSING PROGRAMME

PROTECTED REFLECTIVE EDUCATION IN PRACTICE (PREP)

GUIDELINES FOR HEALTH SERVICE PROVIDER'S (HSP'S), UNIVERSITY COLLEGE CORK (UCC) & STUDENTS

2008/2009

Background to PREP

The Nursing Education Forum (NEF), (2000) recommended that

“Specific periods of reflective time are identified for reflection during supernumerary and rostered placements. The amount of time allocated should be agreed formally between third level institutions and health service providers and included in the memorandum of understanding” NEF, 2000 p16)

In view of these recommendations UCC staff and HSP staff has collaborated and worked together to outline how these recommendations can be implemented in clinical practice during year 4 of the BSc programme.

PREP for the internship programme/group commencing January 2009 will consist of 36 weeks less 2 weeks AL and 1 week of BH's (Total 33 weeks); protected reflective time consists of 4 hours per week out of the student's 39 hour working week, a total of 132 hours (16.5 x 8 hour days).

Note: An Bord Altranais are currently discussing the issue of the 37.5 hour week and any implications it may have. They are looking at the issue of Reflection and the possibility of a pro rata reduction in Reflective time during Internship. Any changes incurred will be made accordingly. However based on a 37.5 hour working week the PREP entitlement hours will reduce to 124 hours (a reduction of 8 hours in total which will equate equally to 4 hours less of 'off site' PREP and 4 hours less of 'on site' PREP - 15.5 x 8 hour days)

Note: The allocation of PREP entitlement hours for January 2009 has yet to be sanctioned between the DOH & C and the HSE.

The HSPs in conjunction with UCC have reviewed the different models used to facilitate PREP. It is recommended that for the 2005 BSc Intern student placement in January 2009 that each HSP model will reflect the core principles agreed for 'off site' and 'on site' PREP.

The Aim of PREP

The aim of PREP is to provide opportunities for students to actively engage in structured reflection **on** and **in** nursing practice. The focus therefore is to ensure that the student is equipped with the knowledge, know-how and skills necessary to

practice as a competent and professional nurse and is able to demonstrate development in the following skills:

“Critical analysis, problem solving, decision making, reflective skills and the abilities essential to the art and science of nursing, while managing care” (An Bord Altranais, 2005, p.23)

Goals of PREP

To foster ongoing development of a reflective, critical and thoughtful nurse who is aware and recognises the need for life long learning, personal, professional and practice development.

- Facilitate students to reflect on and in practice so that they can reconstruct their experiences in ways that promote practice development.
- Develop students’ confidence/competence in discussing clinical practice issues with peers and other nursing colleagues.
- Develop students self-awareness of their influence on, and contribution to nursing practice
- Enable students to establish an identity with the profession of nursing.
- Integrate practice with theory and vice versa.
- Promote students’ personal and professional development.
- Foster students’ critical thinking skills and problem solving abilities.
- Promote a culture of practice-based reflective learning.
- Enable students to participate in practice development initiatives.

Key Principles of PREP

- Flexibility
- Equity of opportunity
- Progression
- Student centred
- Student led (supported by new PREP guidelines)
- Self directed
- Practice orientation
- Mandatory
- Partnership between HSP & UCC

Themes Identified for PREP

1. ***Orientation to Practice and Reflection***
Focus on orienting students to HSP– policies, procedures and application to practice and to using the Gibb cycle of reflection
2. ***The Process of Nursing Practice and Reflection***
Focus on Care Planning & Documentation and Reflection thereon
3. ***Person Centred Care in Nursing***

Focus on patient/client cases and their health status within the context of interpersonal/communication; patient education; research/evidence based practice; contribution of specialist nurses & multidisciplinary team

4. Management of Nursing Care & Practice Development

Focus on managing case loads and management responsibilities in practice e.g. delegating, co-ordinating patient/client care. Focus on Practice development initiatives.

(Reflecting **on** and **in** practice as students become more experienced is integral to all themes)

Facilitation of PREP

Student reflective education will be facilitated jointly by both UCC staff and HSP staff e.g. Module leaders, Link lecturers, Clinical Placement Co-ordinators/ Clinical Development Co-ordinators, Clinical Nurse Specialists, Clinical Nurse Managers and Preceptors in the respective HSP. We also encourage students to choose topics relevant to their clinical practice, lead, chair and organise PREP sessions in order to facilitate professional and personal development.

Off Site PREP

- The venue for the 'off-site' PREP activity is mostly the School of Nursing and Midwifery in the Brookfield Health Sciences Complex University College Cork; however alternative HSP sites may be used.
- Off-site PREP will be facilitated between CPCs/CDC, lecturers, and other relevant personnel in collaboration with students on relevant topics that are identified as being pertinent to clinical practice.

The number of hours allocated for the January 2009 'off site' PREP is 76 hours or 9.5 8 hour structured days (based on a 37.5 hour working week).

Note: allocation of 'off site' PREP hours may vary based on the outcome of the An Bord Altranais current discussions and the issue of the 37.5 hour week.

Students are required to attend these days, to meet theory requirements with ABA and their attendance will be recorded by either the lecturer or CPC/CDC facilitating the day. If a student is unable to attend the above identified dates due to sickness or other personal circumstance, then the 'missed' hours should be made up with activities described as follows. Attendance at seminars, workshops, conferences, 'in-house' study days, visits to relevant health/social care facilities, in association with on ward case presentations, with thematic reflective notes. Evidence in the form of certificate of attendance or signature of relevant personnel, including relevant student written summaries and reflections are required.

Please note these examples are non exhaustive.

Delivery of 'Off Site' PREP

Whilst there are some differences in the **delivery** of PREP in each of the HSP sites the key principles remain the same. An example of student learning activities for 'off site' PREP is outlined in Table 1. These examples are reflective of the themes identified earlier

Table 1.

- Case Studies
- Poster presentations
- Reflective exercises
- Ethical Issues/current reports
- Participation in clinical skills emergency simulation training
- Skills training (e.g. CPR, CPI & Moving & Handling – BSH)
- Journal club
- Seminars/conferences
- Library information literacy training
- Action Learning Sets
- Developing & writing up a portfolio
- Evaluation of practice through structured reflection
- Reflective diary-confidential

On Site PREP

- The venue for the 'on site' PREP activity is the clinical practice setting. The number of hours allocated for the January 2009 'on site' PREP is 52 hours (6.5x 8hour days) based on a 37.5 hour working week.

Note: allocation of 'on site' PREP hours may vary based on the outcome of the An Bord Altranais current discussions and the issue of the 37.5 hour week.

- On-site PREP time may be guided by preceptors, CNM's, CPC/CDC and other relevant personnel. Students may need access to local health service library facilities.

Delivery of 'on site' PREP

Whilst there are some differences in the **delivery** of 'on site' PREP in each of the HSP sites the key principles remain the same. An example of student learning activities for 'on site' PREP is outlined in Table 2.

Table 2.

- Case Study presentation to peers/staff
- Tutorials – led by students
- Protected reflective time with preceptor including review & discussion on reflective notes in competency booklet
- Protected time with LL, specialist nurses and members of multidisciplinary team.
- Participation/attendance in; multidisciplinary meetings/conferences
- Care planning & Documentation
- Patient Education sessions
- Protected preparation time for case studies/site based seminars

- Use of library & on site educational resources
- Journal club
- Poster presentation
- Practice development projects
- Reflection with CNM and other relevant personnel

Evaluation

An evaluation takes place at the end of each structured ‘off site’ PREP day. However some HSP’s facilitate a committee comprised of students, CPC, and LL’s. This evaluation is used to further develop future ‘off site’ PREP sessions based on student feedback while providing the students with the opportunity to discuss student issues provide informal feedback on their experience of ‘off site’ PREP

At the end of the rostered year a standardised cumulative evaluation will be carried out of both on and off site PREP. Please see **appendix 1** for cumulative evaluation document.

Reflection

Students are prepared for the process of reflective practice in theoretical modules in year 1 and again as part of placement preparation in years 1, 2, 3 and 4. Other resources’ include individual support and written guidance included in Clinical Learning Outcomes Booklet and the Assessment of Competence Booklet. See **appendix 2** for Gibb’s Reflective Cycle with guiding questions (1988).

Students are required to write reflective notes using the Gibb’s cycle (1988) whilst on clinical placement; these notes are viewed and signed by the preceptor. These notes may also be viewed by the CPC/CDC and LL.

Students are encouraged to keep personal reflective diaries, however these are private to the student and are used to facilitate personal and professional development.

Attendance monitoring

- Each Student keeps a record sheet for PREP sessions attended and also as evidence for PREP sessions that were missed. (Please see attendance record sheet for PREP attached)
- ‘**On site**’ attendance is recorded and signed by the relevant HSP personnel
- ‘**Off site**’ evidence of PREP hours is signed and documented by relevant personnel
- A copy of each students attendance record sheet will be kept within the relevant HSP and a copy forwarded to UCC allocations officer every 3-6 months during the internship
- Continuous on going monitoring of attendance will be maintained throughout the year

Main Recommendation

Continue with joint UCC/HSP evaluation of ‘on site’ and ‘off site’ PREP throughout the internship ensuring required changes to the PREP schedule as necessary

References

An Bord Altranais, 2005. Requirements & Standards for Nurse Registration Education Programmes third edition, p.23

Government of Ireland (2000) Forum Report, Chapter 6. Stationary Office, Dublin

National Council for the Professional Development of Nursing and Midwifery (2003) Guidelines for Portfolio Development for Nurses and Midwives. NCPDN&W, Dublin

Nursing Education Forum Report, (2000). A Strategy for Pre-Registration Nursing Education Degree Programme. (Executive Report) p.16.

Appendix 1

EVALUATION OF PROTECTIVE REFLECTIVE EDUCATION ON PRACTICE (PREP)

Please indicate your Health Service Provider (tick box):

CUH MUH BSH SIVUH Mental Health Services
COPE Foundation

1. What is your understanding of PREP

On site PREP

2. What type of activities did you engage in?

3. Were you encouraged and allowed the time to engage in 'on site' PREP activities?

Yes No

4. If no, what could be done to assist you in having 'on site' PREP time?

5. Did the 'on site' PREP area activities facilitate reflection in and on practice? If yes, how? If no why not?

6. What were the three most positive aspects of 'on site' PREP for you?

7. What were the three least positive aspects of 'on site' PREP for you?

8. Please rate your 'on site' PREP experiences on a scale of 1-5; 1 being poor and 5 being excellent. Circle one of the following

1 2 3 4 5

OFF SITE PREP

9. Please comment on the structure of the PREP days (e.g. times, facilitation techniques, dates)

10. Please comment on content of the 'off site' PREP days (e.g. appropriateness, usefulness)

11. What input did you have in the organisation of the structure and content of the 'off site' PREP days?

A lot A little None

12. Were 'off site' PREP days delivered/facilitated mostly by:

Students Lecturers/CPC's Other (please specify) _____

13. Did 'off site' PREP facilitate reflection in and on practice? If yes, how? If no, why not?

14. What are the three most positive aspects of 'off site' PREP for you?

15. What are the three least positive aspects of 'off site' PREP for you?

16. Please rate your 'off site' PREP experiences on a scale of 1-5; 1 being poor and 5 being excellent. Circle one of the following;

1 2 3 4 5

17. Do you feel 'on site' and 'off site' PREP has increased your confidence in discussing practice issues with your peers?

Yes

No

18. Have you been able to integrate theoretical and practical knowledge as a result of 'on site' and 'off site' PREP? If yes, in what way? If no, why not?

19. In what way has 'on site' and 'off site' PREP contributed to your personal and professional development?

20. What are the three least positive aspects of 'off site' PREP for you?

21. How do you think PREP overall could be improved?

22. Please rate your PREP experiences overall on a scale of 1-5; 1 being poor and 5 being excellent. Circle one of the following;

1 2 3 4 5

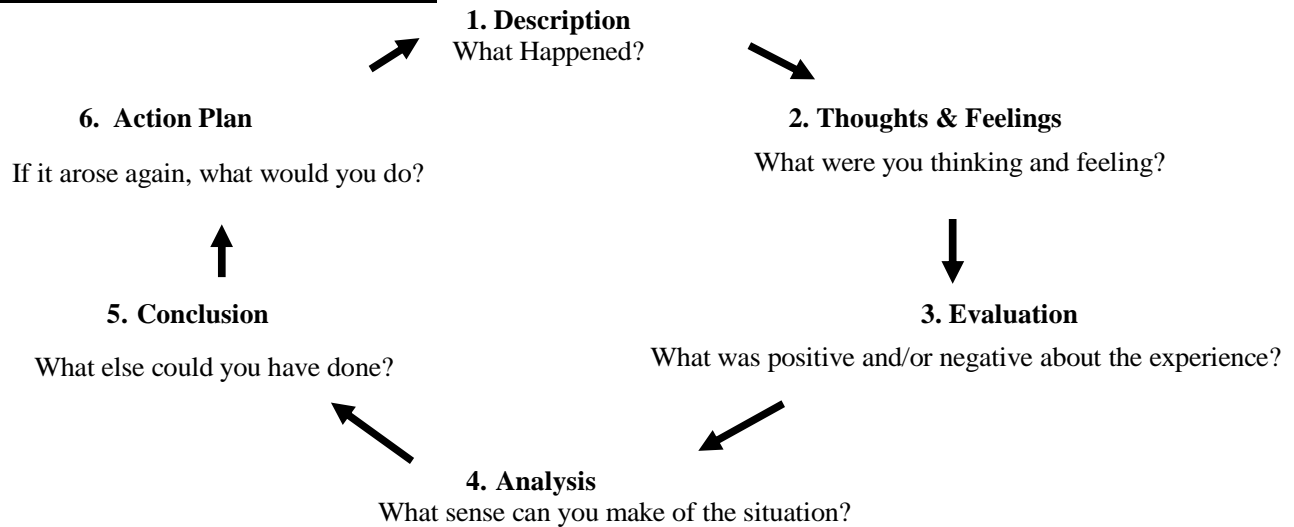
Any other comments:

Signature (optional) _____

Date: _____

Appendix 2

GIBBS REFLECTIVE CYCLE. 1988



(Gibbs, 1988)

Stage 1: Description of the event/experience

Describe an event/experience that you feel you would benefit from reflecting on. Include e.g. where you were; who else was there; what were you doing; what was the context of the event; what happened; what was your part in this; what was the result.

Stage 2: Thoughts / Feelings

At this stage try to recall and explore the things that were going on inside your head i.e. why does this event/experience stick in your mind. Include e.g. how you were feeling when the event started; what you were thinking about at the time; how did it make you feel; how did other people make you feel and how did you feel about the outcome of the event.

Stage 3: Evaluation

Try to evaluate or make a judgement about what has happened. Consider what was good/ positive about the experience and what was bad/ negative about the experience or what didn't go so well.

Stage 4: Analysis

Break the event/experience down into its component parts and ask more detailed questions relating to the last stage (evaluation). Explore for example; what went well; what did you do well; what did others do well; what went wrong or did not turn out how it should have done; in what way did you or others contribute to this. Here you also need to draw on your own knowledge; past experience; policies, literature, or research.

Stage 5: Conclusion

This differs from the evaluation stage in that now you have explored the issue from different angles and have a lot of information on which to base your judgement. It is here that you are likely to develop insight into your own and other people's behaviour in terms of how they contributed to the outcome of the event. Remember the purpose of reflection is to learn from an experience. Without detailed analysis and honest exploration that occurs during all the previous stages, it is unlikely that all aspects of the event/experience will be taken into account.

Stage 6: Action Plan

During this stage you should think about the possibility of encountering this event again and try to plan what you would do – would you act differently or would you be likely to do the same?
Here the cycle is tentatively completed and suggests that should the event occur again it will be the focus of another reflective cycle.

Reflections on writing this incident/activity/experience

What has been your most valuable learning from this incident/experience during this placement?

When writing your reflective account, ensure individual confidentiality & anonymity.

Description of the reflective account adapted from Jasper M 2003 Beginning Reflective Practice – Foundations in Nursing and Health Care Nelson Thornes. Cheltenham. P.77-82 (chapter 3)

Note: References must be included to support your reflection.

All reflective notes must be dated and signed by preceptor

