COGNITIVE SCIENCES AND HUMAN DEVELOPMENT

Development of a Reflective Practice Guideline (C-E-R-M-I-N) for Nursing Students in the Malay Language

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ABSTRACT

Reflective practice is an integral aspect of nursing education and professional development. However, there is a lack of reflective practice guidelines available in Malay that Malaysian nursing students can effectively utilise. This study aimed to address the gap by developing a reflective practice guideline specifically tailored for nursing students in the Malay language to enhance their learning experience. This study's method involved reviewing existing reflective learning models, adapting the terminologies into the Malay language, and selecting appropriate words for each stage of reflection. To ensure face validity, a discussion was held with subject matter experts, who provided valuable insights and recommendations for further refinement of the guideline. The developed reflective practice guideline was named C-E-R-M-I-N, which stands for *C-cerita* (describe), *E-emosi* (emotion), *R-rasional* (rationale), *M-mengambil iktibar/inisiatif* (drawing lessons/initiative), and *N-nomborkan mengikut prioriti* (number according to priority). The C-E-R-M-I-N reflective practice guideline is designed to benefit nursing students, particularly those who use Malay as their main communication language. C-E-R-M-I-N provides a framework in their native language that eases comprehension and memory. Future work on the guideline could focus on its impact on nursing students' reflective skills, critical thinking skills, and overall professional growth.

Keywords: reflective practice, nursing education, Malay language

1   INTRODUCTION

Reflection is a cornerstone in health and social care, particularly within education and nursing practice. Boud et al. (2013) defined reflection as the cognitive processing and affective engagement activities that focus on exploring experiences and allow individuals to construct a new form of understanding. Chong (2009) reported that the Diploma in Nursing program students voted positively on implementing reflective practice since they were in year 1. Notably, reflective practice assumes paramount importance in nursing for multifaceted reasons. Foremost, it catalyses nurturing critical thinking abilities, encouraging nurses to dissect their own experiences and actions (Barchard, 2022). By delving into past scenarios, nurses can pinpoint effective strategies and areas meriting refinement, fostering professional advancement and evolving more efficacious patient care approaches.

Equally pivotal, reflective practice is an avenue for nurturing self-awareness among nursing professionals (Wagner, 2002). This introspective journey allows them to traverse their emotional landscape, scrutinise their convictions, and align their values with their nursing practice. Such self-awareness proves instrumental in unearthing personal biases, honing strengths, and pinpointing areas needing refinement. Consequently, nurses become better equipped to deliver care that revolves around the patient's needs and uphold the highest standards of professional conduct.

2   LITERATURE REVIEW

The reflective practice approach in teaching and learning is amongst the growing approaches for student learning engagement, insight development, perspective taking, and demonstration of the content learned (Mettinen, 2000). The approach is also practised in nursing, where they found positive impacts in decreasing anxiety and stress and empowering learning, self-awareness, and competency (Contreras et al., 2020). Furthermore, when doing reflective practice activities, nursing students also reported that they have room to express their emotions, feelings, and thoughts, are more mindful, and can regulate themselves during the clinical environment phase (Abolghasem et al., 2020).

Reflective models play a central role in structuring and enhancing the process of reflection across various fields. One prominent model is Gibbs' (1988) Reflective Cycle, which guides individuals through six stages of reflection, covering description, feelings, evaluation, analysis, conclusion, and action planning. Similarly, Kolb's (1984) Experiential Learning Cycle emphasises learning through experiences and incorporates concrete experience, reflective observation, abstract conceptualisation, and active experimentation. Schön's (1983) Reflective Practitioner Model underscores the importance of reflection in professional practice, differentiating between "reflection-in-action" and "reflection-on-action." Similarly, Brookfield's (1995) Lenses of Reflection Model encourages multifaceted perspectives on reflection, such as autobiographical, learners', colleagues', and theoretical viewpoints. Johns' (1994) Model of Structured Reflection advocates a three-phase approach involving description, reflection, and action.