



**RCSI**

# POST GRADUATE DIPLOMA IN NURSING

## MODULE DESCRIPTOR

RCSI DEVELOPING HEALTHCARE LEADERS WHO MAKE A DIFFERENCE WORLDWIDE

<b>Module Title</b>	Clinical Practicum - Advanced Reflection and Competence
<b>Level of Learning</b>	9 NFQ
<b>Pre-requisite course</b>	Primary degree or equivalent
<b>ECTS Credits</b>	10
<b>Module Coordinator</b>	Mary O'Neill

### Rationale of Module

The rationale for the clinical practicum is to develop mastery in clinical practice. This will be achieved by fostering the growth and development of proficient reflective practitioners who will demonstrate a critical attitude towards their practice by drawing on experiences in daily practice and relating them back to relevant theory at the forefront of the field of practice.

### Module Aims

The overall aim of the clinical practicum is to develop competent reflective practitioners who will become leaders at the forefront of their field of practice. Reflection on practice is a core component of the clinical practicum and will open learning opportunities across the programme of study to enable students to apply critical and analytical skills to practice. At the outset of the practicum, students will engage with reflection through critical incident analysis using a framework/model of reflection. Over the course of the practicum, students will develop proficiency in reflection and apply theory to practice with a growing awareness of professional and organisations values, principles and structures. On completion of the clinical practicum, student will be competent reflective practitioners who will demonstrate sound judgements relevant to their practice and an ability to think creatively to address wider issues relevant to service and organisational needs. Proficient reflective practitioners will demonstrate mastery, leadership and an insightful and critical reflective stance to practice. They will engage in self-evaluation and be keenly aware of their responsibilities for continuing academic/professional development.

### Learning Outcomes

On successful completion of this module, the student will be able to:

- Demonstrate a systematic understanding of knowledge for specialist practice informed by the best available evidence in the field.
- Demonstrate an ability to take significant responsibility for the work of individuals and groups; lead and initiate activity in practice.
- Critically evaluate the role of reflection and reflective practice as an approach to supporting professional growth and mastery of practice.
- Critically evaluate the role of reflection and reflective practice in supporting personal growth and the identification of professional learning needs.
- Learn to undertake critical analytical, self-evaluation and take responsibility for continuing academic/professional development.
- Scrutinise and undertake critical analytical reflection on social norms and relationships and act to change them.
- Demonstrate an ability to use a variety of reflective techniques to support portfolio development for example, reflective writing, learning log records and summaries of clinical experiences, concept mapping,



# RCSI

story writing, narrative analysis, peer group discussion and stakeholder and service user engagement/networking.

- Critically reflect on an initiative in practice that could influence developments in your field of practice.
- Demonstrate competence and an ability to work with a wide variety of healthcare professionals in predictable and unpredictable and ill-defined contexts.

### Description of teaching activities

The teaching activities for this module are designed to support student learning and development through the process of reflection. Face-to-face lectures and online lectures will be used to deliver the reflective component of the module. Selected readings will be used to encourage students to develop their reflective skills including reflective reading and writing. Students will identify a critical incident relevant to their area of practice and will learn how to use a reflective model to support their reflective activities. During the module the Discussion Forum will be used as a communication tool for debate, feedback and questions and answers. Students will be encouraged to identify their learning through the process of reflection and to demonstrate the relevance of this to their area of practice. The assessment of the reflective component of the module is designed in four parts to allow students develop their reflective skills and build on their learning during the clinical practicum.

There are multiple teaching and learning activities available to students the clinical area. Students will be encouraged to set their own learning objectives relevant to their programme and in consultation with the clinical co-ordinators who will be a leader in the field or practice and in a position to provide guidance and direction for clinical learning. Students will liaise with the clinical co-ordinator on a weekly basis to map the learning goals and achievements over the programme. These learning experiences will enable a student to build a portfolio to demonstrate learning and development in the field of practice.

- Critical Incident Analysis
- Reflective Practice
- Models of Reflection
- Core concepts relevant to nursing practice:
  - Patient-centred care
  - Compassion and caring
  - Advocacy
  - Reflection and clinical practice
  - Theory and practice
  - Audit , research and using evidence in practice
  - Education and training
  - Nurse consultancy
  - Leadership in clinical practice
  - Strategic overview/awareness or organisational and professional issues

<b>Teaching Learning Activities</b>	<b>Hours</b>
Contact time (face to face, online tuition, discussion forum, group work, PBL)	12
On Line Contact Hours	12
Clinical Practicum including a Clinical Learning	
<u>Log for Portfolio and Clinical Competence development.</u>	<u>250</u>
<b>Total</b>	<b>274</b>

### Indicative Reading

#### Core Reading

Carper B.A. (1978) Fundamental patterns of knowing in nursing. *Advances in Nursing Science* 1(1), 13-23.

Hargreaves J. & Page L. (2013) *Reflective Practice*, Polity Press, Cambridge.

Rolfe G., Jasper M & Freshwater D. (2011) *Critical reflection in practice*. 2<sup>nd</sup> edn. Palmgrave Macmillan, London.

Taylor B.J. (2010) *Reflective Practice for Healthcare Professionals: A Practical Guide*. 3<sup>rd</sup> edn. Open University Press, Berkshire, England.

Thompson S. and Thompson N. (2008) *The Critically reflective Practitioner*, Palgrave McMillan, Hampshire, England.

Timmins F. (2008) *Making Sense of Portfolios A Guide for Nursing Students*, Open University Press England.

### Indicative Reading List

Alfaro-LeFevre R. (2009) *Applying Nursing Process: A Tool for Critical Thinking*. 7<sup>th</sup> edn. Lippincott Williams and Wilkins, Baltimore.

An Bord Altranais (2010) *Requirements and Standards for Post-Registration Nursing and Midwifery Education Programmes– Incorporating the National Framework of Qualifications*. 1<sup>st</sup> edn. An Bord Altranais, Dublin.

An Bord Altranais (2000) *Review of Scope of Practice for Nursing and Midwifery: Final Report*. An Bord Altranais, Dublin.

Bailey M.E. & Graham M.M. (2007) Introducing guided group reflective practice in an Irish palliative care unit. *International Journal of Palliative Nursing* 13(11), 555-60.

Begley C, Murphy K, Higgins A, Elliott N, Lalor J, Sheerin F, Coyne I, Comiskey C, Normand C, Casey C, Dowling M, Devane D, Cooney A, Farrelly F, Brennan M, Meskell P, MacNeela P. (2010) *Evaluation of Clinical Nurse and Midwife Specialist and Advanced Nurse and Midwife*

Bolton G. (2010) *Reflective Practice: Writing & Professional Development*. 3<sup>rd</sup> edn. Sage Publications Ltd., London.

Bord Altranais and Cnaimhseachais na nEireann (2014) *Code of Professional Conduct and Ethics for Registered Nurses and Registered Midwives*, Nursing and Midwifery Board of Ireland, Dublin.

Boud D., Cohen R. & Walker D. (Eds.) (1993) *Using Experience for Learning*. SRHE/OU Press, Buckingham.

Duffy A. (2007) A concept analysis of reflective practice: determining its value to nurses. *British Journal of Nursing* 16(22), 1400 -1407.

Duffy A. (2009) Guiding students through reflective: the preceptor's experience. A qualitative descriptive study. *Nurse Education in Practice* 9(3), 166-175.

Eraut M. (1994) *Developing Professional Knowledge and Competence*. Falmer Press, London.

Ghaye T & Lillyman S. (2010) *Reflection: Principles and Practices for Healthcare Professionals*. Quay Books, London.

Ghaye T & Lillyman S. (2011) *When Caring is Not Enough: Examples of reflection in practice*. Quay Books, London.

Ghaye T & Lillyman S. (2012) *Empowerment through reflection: A guide for practitioners and healthcare teams*. Quay Books, London

Gibbs G. (1988) *Learning by Doing: A Guide to Teaching and Learning Methods*. Further Education Unit, Oxford Polytechnic, Oxford.



RCSI

---

Gutkind L. (Ed) (2007) *Silence Kills: Speaking Out and Saving Lives*. Southern Methodist University Press, Dallas.

Hilliard C. (2006) Using structured reflection on a critical incident to develop a professional portfolio. *Nursing Standard* 21(2), 35-40.

Johns C. (2013) *Becoming a Reflective Practitioner*. 4<sup>th</sup> edn. Wiley Blackwell, UK.

Johns C. (2006) *Engaging Reflection In Practice: A Narrative Approach*. Blackwell Publishing, Oxford.

Moon J. (2004) *A Handbook of Reflective and Experiential Learning: Theory and Practice*. Routledge, UK.

Rose M. & Best D. (2005) *Transforming Practice through Clinical Education, Professional Supervision and Mentoring*. Churchill Livingstone, London.

Tavris C. & Aronson E. (2007) *Mistakes Were Made (But Not by Me): Why we Justify Foolish Beliefs, Bad Decisions, and Hurtful Acts*. Harcourt Inc., Orlando.

Thompson N. & Pascal P (2012) Developing critically reflective practice, *Reflective Practice, International and Multidisciplinary Perspectives*, 13(2), 311-325.

**Additional reading material will be provided by individual lecturers**

**Date of Last Revision: April 2014**