

**ເສີ່ງສະກ່ອນຂອງນັກສຶກພາຍາບາລ****Nursing students voices**

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**ບົກຄົມວິຊາ**

ວາງສານພາຍາລຄາສົດຮະສຸກາພ

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**ບາກຄັດຢ່ອງ**

ກາງວິຈີຍເສີ່ງປົງປົງບັດການມີຈຸດມຸ່ງໝາຍເພື່ອຕຶກພາບປົງຫາແລະຄວາມຕ້ອງການຂອງຜູ້ຮັບຮັດໂດຍໃຊ້ກະບວນການສະຫັອນຄົດໃນການປົງປົງບັດການພາຍານາລ ລົດກະບວນຂອງກະບວນການສະຫັອນຄົດແລະອົງດົກປະກອບໃນການສອນເພື່ອສ່ວນເສີມການສະຫັອນຄົດ ຜູ້ໃຫ້ຂໍ້ມູນຫຼັກ ຕີ້ອນນັກສຶກພາຍານາລໜ້າປີ່ 3 ທີ່ກຳລັງຕຶກພາບໃນປີການ 2559 ຈຳນວນ 56 ດົກ ສຸ່ມ ດ້ວຍອ່າງຍໍແບບເຈາະຈົງ ແລ້ວການຕຶກພາບ ຕື້ອ ແພນກຸມາຮ່ວມຕົວສົດຮົງພາຍານາລຂອນແກ່ນ ເກີບຮັບຮັມຂໍ້ມູນດ້ວຍຄໍາຄາມກົ່ງໂຄຮສຮ້າງທີ່ພັດນາຂຶ້ນຈາກແນວຄົດໃນການສະຫັອນການປົງປົງບັດຈິງດ້ານການພາຍານາລ ກາຮັບຮັນບັນທຶກສະຫັອນຄົດໂດຍນັກສຶກພາຍານາລ ແບບປະເມີນກະບວນການພາຍານາລ ເກີບຮັບຮັມຂໍ້ມູນຮ່ວ່າງ ເດືອນເມພາຍນ 2560 ຄື່ງ ກຣກງາມ 2560 ວິເຄຣະທີ່ຂໍ້ມູນເຊີງປົມາພົດດ້ວຍຄວາມຄືແລະຮ້ອຍລະ ຂໍ້ມູນຄຸນກຳມັງກິນໃຊ້ກາງວິເຄຣະທີ່ເຊີງເນື້ອຫາ ຂໍ້ຄັນພບໃນການຕຶກພາບແສດງໃຫ້ເຫັນຄົງປະກອບທີ່ສໍາຄັນໃນການສ່ວນເສີມການສະຫັອນຄົດໃນການເຮັດວຽກສອນ ໄດ້ແກ່ ກາຮັບຮັນປະສົບກາຮັນເພື່ອສ່ວນເສີມການສະຫັອນຄົດແລະການປະເມີນການສະຫັອນຄົດ

**ຄໍາສໍາຄັນ:** ການສະຫັອນຄົດ ນັກສຶກພາຍານາລ ກາຮັບຮັນທາງການພາຍານາລ

**Abstract**

This action research was conducted to study problems and needs of learners through the reflection process in nursing practice, the impact of the reflection process on nursing student and key elements in teaching to promote reflection. Third year nursing students (academic year 2016) were the main informants. 56 subjects were recruited for this study and using a purposive sampling technique was used. All 56 subjects were then assigned to the Pediatric Ward in Khon Kaen Hospital. Research was carried out with a semi-structured interview developed by the researchers (adapted from the concept of reflection in nursing practice) as well as analysis of with journals kept by nursing students. A 5-step nursing process model was used to analyze the data. The data were collected between April 2017 and July 2017. The obtained quantitative data were analyzed using parameters such as frequency and percentage. Qualitative data were analyzed by content analysis. As demonstrated in the study, key elements to promote reflection in teaching include acquiring experience, reflective assessment, and apply learning to promote reflection.

**Keywords:** reflective thinking, nursing students, nursing education

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## Introduction

The development of instructional management under the traditional educational philosophy does not allow the learner to increase his or her capacity in the thinking process<sup>1</sup>. To rectify this, the educational process must be changed to incorporate state of the art teaching and learning techniques that assist students in the development of their thinking skills leading to the ability to plan or problem solve on their own without getting any assistance from the instructor. Educational institutions must produce graduates who have the knowledge for problem solving in nursing and in their life, ability to learn continuous throughout life with rational thinking.<sup>1-2</sup> Nursing education is now structured to assist nursing student with understanding themselves and understanding others in order to adapt themselves to changing societal needs, understand context and solve problems appropriately. It is intended to help them transition learning into action. In addition, the new teaching model should be designed to encourage learners to have direct learning experiences and the instructor merely act as a facilitator.<sup>3</sup>

In traditional teaching, the instructor plays a role of conveying knowledge to the learner and focuses primarily on the content. This often leaves the learner without the skills necessary to apply knowledge to solving problems they face during their nursing practice. A lack of decision-making skills and problem solving skills that can be applied to real-world situations affect their ability to reasonably connect to an appropriate behavioral plan and represents a real risk for patients during the application of the current nursing process<sup>4-5</sup>. Nursing education has currently makes use of a wide range of teaching

methods. Perhaps the method that most closely addresses the current need and one of them is a “well-taught teaching method” that is currently used in nursing education. This method However do not still fails to adequately meet the demands described above. Action research is one way that nursing educators can be used to provide a solution to the aforementioned deficiency. This method of research has a philosophy that believes in the potential of the person. And if people who encounter similar problems come together, talk, and find solutions to problems together, then this will help get better conclusion by making use of a wider from a variety of information.<sup>6</sup> Reflective practice is a reflection on the process of learning that occurs through learning by doing. Honing this skill helps students to think rationally before acting.<sup>7-8</sup> Because of the thought about the problem being pondered ahead of time, the learner will be able to plan the right course of action and be able to monitor the risks that may arise from working and planning the corrective actions. Besides, the training improve the critical thinking in students and make them a better problem solver reflection has been used in the teaching of health sciences for students in dentistry, physiotherapy and pharmacy.<sup>9-10</sup> However the concept was not been explored much in the context of nursing courses education in Thailand. In a nursing practice, the nursing student faces patients with different problems and complexities. The use of reflective thinking helps nurses to understand themselves. And the recipients are well trained through the use of reflective thinking, with a variety of methods and assessments depending on the situation.<sup>11-15</sup>

Thus, the development of nursing instructional models should include reflection. The instruction process intended to teach reflection includes changing the thinking of both the learner and the instructor. The researcher is interested in applying reflection in action research phase 1 in order to find the problems and needs of nursing students in teaching nursing practice. Reflection process in the instruction model will be appropriately designed according to problems and needs found out from in the phase 1 study. This will lead to development of an instructional model structured to enhance reflective thinking in nursing students.

## Material and methods

**Research methodology:** The research makes use of an action research methodology.<sup>3</sup> This study was initiated to investigate the problems and needs of learners using the reflection process in nursing practice. The impact of the reflection process were analyzed and key elements that needs to be incorporated in the teaching more to promote reflection were elucidated. **Participants:** Third-year nursing students (academic year 2017) from Boromarajonani College of Nursing at Khon Kaen were chosen as the sample for this study. Fifty-six subjects were recruited for this study through the use of a purposive sampling technique. **Setting:** The study was conducted in the Pediatric Ward at the Khon Kaen hospital in Khon Kaen Province. **Method:** Research was carried out with Semi-structured interview developed by the researcher from the concept of reflection in nursing practice<sup>5</sup> combined with journal writing by nursing students. A 5-step nursing process model was used for analyzing the data.<sup>7</sup> From April to July

2017, the nursing students were practiced place in two pediatric patient wards, namely, 1) Pediatric ward (1–15 years old) 2) Premature baby ward (1–30 days) in the pediatric ward of a hospital from April to July 2017. The nursing students are divided into 7 groups of 7–8 students according to the practice plan. Each group practiced for two weeks each in the aforementioned 2 wards. Learners were assigned a case study (1 case per 4 nursing students) on which to conduct and practice reflection. There were 2 instructors in total and each ward is assigned an instructor to supervise the practicum. The obtained data on reflecting behaviors of nursing students and nursing process implementation were analyzed by quantitative analysis parameters such as frequency and percentage. The qualitative data obtained from the journal written by the students during the practicum, the case conference discussions, and the instructor evaluation of the case conference using nursing process tool were analyzed by quantitative analysis. Descriptive analysis was used to evaluate the nursing process using 5 steps with the passing threshold at 80%. The study was conducted in 3 Phases: Phases I – Reflection-before-action include preparing and constructing knowledge. Phases II – Reflection-in-action comprises participant being trained in operations to practice nursing care, adopting procedure, and using equipment to treat patients; Phases III – Reflection-on-action that includes participant debriefing.

## Findings

The study found that the impact of reflective thinking in nursing practice among third-year Nursing Students was as follows. Table 1 details questionnaire

to acquire descriptive summary of key informants recruited in Phase I and Phase II of the study (Practical training in the ward). The content of the table I

is discussed in detail in the discussion section of this manuscript.

**Table 1.** Descriptive of the key informants

Date and time (Plan1)	The process of reflective practice in nursing (Act1)
<b>(a) Pre-learning</b> <b>2 days</b>	<b>Phases I:</b> <b>Reflection-before-action:</b> preparing and constructing knowledge; 1. What is your expectation before practice? 2. How do you feel Pre-practice? 3. How do you plan to practice in future to succeed as expected?
<b>(b) While-learning,</b> <b>2 weeks</b>	<b>Phases II:</b> <b>Reflection-in-action:</b> participant being trained in operations to practice nursing care, adopting procedure and using equipment to treat patients; 1. Did the practice in the ward provide you knowledge and experience as per your expectation? 2. How do you feel after practicing in the ward (post-practice)? 3. Does the plan that trainees put before the internship allow them to perform successfully as expected?
<b>(c) Post- learning ,</b> <b>1 day</b>	<b>Phases III:</b> <b>Reflection-on-action:</b> participant debriefing 1. How do you conduct concept of Reflective Behavior for practice in nursing care? 2. How do you feel about your experience? 3. How do you apply knowledge in the future? 4. How has this way of learning changed me? 5. How do you transform after your experience from nursing practice?

In Tables 2 through 4, the questionnaire responses from the participating students and the corresponding inferences of their responses are sum-

marized in detail, pertaining to reflection before action, reflection-in-action, and reflection-on-action respectively.

**Table 2** Descriptive of the reflection-before-action

Questionnaire and responses Phases I Reflection-before-action: preparing and constructing knowledge (Observer 1)	Inference (Reflection 1)
<p><b>1. What is your expectation before practice?</b></p> <p>“Participants are expected to tell their feelings after getting the assignment and work from the instructor. This will help to understand the needs of both parties and find a mutual agreement “</p> <p>“One of the identified expectation is creating relationships with caregivers to provide good trust and necessary and precise information to them”</p> <p>“It was also found that nursing student needed to have a complete history and useful information to analyze.”</p> <p>“This help to provide appropriate care for patient.</p> <p>Besides, Nursing students expected to learn about the disease in young children, understand the pathology of disease, the treatment plan, and provide appropriate nursing care”</p> <p>“They are also expected to write a good and proper nursing diagnosis, learn new things about illness in children, and improve themselves in terms of knowledge and skills”</p> <p>“Happy Internship will make Nursing Students very happy”.</p>	<p><b>Expectations to others.</b></p> <ol style="list-style-type: none"> <li>1. The learner wants to create a mutual agreement with the instructor in learning.</li> <li>2. Have good relationship among instructor, learner, and moderator</li> </ol> <p><b>Self-expectation</b></p> <ol style="list-style-type: none"> <li>1. The quality of patient records used in the planning of nursing.</li> <li>2. Learn about child illnesses including diseases that occur in the various systems of children and their pathology, mechanism, complexity.</li> <li>3. Improve nursing knowledge and skills and nursing planning.</li> <li>4. Want to have a happy learning atmosphere.</li> </ol>
<p><b>2. How do you feel Pre-practice?</b></p> <p><b>During Pre-practice, they Feel</b></p> <p>“stressed and anxious about training. They are excited about work to do because it’s an apprenticeship in Pediatric ward for the first time”</p> <p>“If Nursing student Feel nervous, that would be bad as it impacts their practice”</p> <p>“The feel nervous because it’s the first time”</p> <p>“Their Feelings in their exact words are as follows” “I’ve ever been so excited because it’s such a small baby that I do not dare to do it.” “I’m excited because it’s the first nursing practice with a baby” “I hear from friends that it is lot of work and hard work” “In the beginning, I was very worried that my work would not be right. But after talking to the teacher, I feel more comfort”</p> <p>“The first step was to make the precise procedure because the procedure with the child need to be made in a cautious way” “There are concerns that are unique to nursing children. This is different from adults in many ways. So it is necessary to use special expertise, carefulness in the operation”</p> <p>“Nursing student want to feel that they are nursing their child patient in the best way possible” “Even though it is a child, it must be notified if the child is aware of it and must always notify the caretaker to protect the rights of the patient”</p> <p>“I feel good because I like babies and care. <b>They wanted to make the best of it”</b></p>	<p><b>Negative feelings</b></p> <ol style="list-style-type: none"> <li>1. Stress, nervousness, anxiety, excitement</li> <li>2. Facing the learning situation in a new situation.</li> </ol> <p><b>Positive feelings</b></p> <ol style="list-style-type: none"> <li>1. Conversations with trusted people that help to relax e.g. Like a nurse on a patient’s ward.</li> <li>2. Use positive emotions to intentionally train nurses to care for and protect patients.</li> <li>3. There is a positive feeling about the liking for nursing and the willingness to provide good nursing care according to their potential.</li> </ol>
<p><b>3 How do you plan to practice in future to succeed as expected?</b></p> <p>“Review the content to understand. Link the content to the theory then leads to analysis”</p> <p>“Problems and Plans for Nursing include paying attention to nursing activity details and caution in the procedure” “Study the details of activities to understand that lead to proper activities. The procedure must be performed with confidence in their ability to perform the procedure with confidence. This makes the caretaker believes more in students”</p> <p>“Take time to relax because if you do not refresh, you will not be happy in nursing. So before you take care of others, you need to be able to take care of yourself” “Read the book, review the knowledge and apply it to the case study that they were responsible for and complete the work on time”</p>	<p><b>Self-development plan</b></p> <ol style="list-style-type: none"> <li>1. Read the book, review the content, use theory, and analyze what is learned in nursing the patient.</li> <li>2. Increase the work prudence.</li> <li>3. Take care of your health before going to take care of others.</li> <li>4. Responsible for assigned tasks. Complete on time.</li> </ol>

**Table 3** Descriptive of the Reflection-in-action

Questionnaire and responses <b>Phases II: Reflection-in-action: participant being trained in operations to practice nursing care, adopting procedure and using equipment to treat patients; (Observe1)</b>	Inference <b>(Reflection 1)</b>
<p>1. Did the practice in the ward provide you knowledge and experience as per your expectation?</p> <p>It is a subject that must be detailed. To ensure maximum safety to prevent the danger to the baby as the baby health conditions can change quickly, that nursing students must be able to assess the symptoms of the patient. The students fell in their own words are as follows:</p> <p><i>“I feel it is a quite a lot of work, but not exhaustive.”</i></p> <p><i>“I was impressed to be able to take care of patients.” “I am able to analyze problems and provide nursing care to patients’ problems.” “It was too much to expect because the lack of understanding” “It made it possible for me to understand my own pathology, understand the treatment plan for nursing.”</i></p> <p><i>“The dish is also linked to the exam become understandable”</i></p> <p><i>“I have knowledge to be able to understand the case and to do the test.”</i></p>	<p><b>1. Self-esteem in work.</b></p> <p><b>2. Good attitude towards caring for pediatric patients.</b></p> <p><b>3. Good understanding in nursing.</b></p>
<p><b>2. How do you feel after practicing in the ward (post-practice)?</b></p> <p><b>Nursing students practice after practice are follows:</b></p> <p><i>“I feel that I am up-to-date in the ward practice, met required expectations, able to practice without any problem and able to completely understand pediatric procedures”</i></p> <p><i>“We are delighted to the experience as it gives us the opportunity to review our knowledge and gain more.” “There is more self-confidence, thinking and boldness in facing difficult situations. The feeling before the practice was obviously changed after the practice” “There is a feeling that care for children is different from that of adults as the symptoms of the child change quickly.</i></p> <p><i>It is important to be observant and to have a better attitude towards nursing profession. “</i></p>	<p><b>1. Practicing with expectations and objectives.</b></p> <p><b>2. Feel the self-confidence to provide nursing care to children.</b></p> <p><b>3. Positive attitude to nursing professional</b></p>
<p><b>3. Does the plan that trainees put before the internship allow them to perform successfully as expected?</b></p> <p><i>“Planning before the internship enable to understand what exactly we need to do. Even though the nurse is busy teaching, we can do our job.” “After the internship, they have knowledge of nursing infants. The teacher is supervised to complete the work and the work details can be summarized as planned and help to make more study. They now have history and chart review for case study and case analysis. There is clear planning for knowledge sharing among peers.” “Conceptual mapping for newborns was constructed. The most common problems are respiratory system and body temperature, and blood system. The Mapping helps to link factors, causes, mechanism of birth and enable better treatment”</i></p> <p><i>“Planning before practicing requires constant review of knowledge, understanding, problem analysis, and consistent nursing planning. After the practice, read the book, review and develop understanding of the symptom of the patient that is consistent with the disease or disorder. With the acquired knowledge, students are able to plan a comprehensive nursing and are more confident than before. “The review looked at each of the problems and barriers in doing the procedure in each occurring”</i></p> <p><i>It was found that there are solutions to problems. If we follow the developed reflective thing in nursing practice, it will be profitable to everyone.</i></p>	<p><b>The planning of the course allows for successful learning and enable the following:</b></p> <ol style="list-style-type: none"> <li><b>1. Job Priority</b></li> <li><b>2. Having sufficient knowledge to care for the patient.</b></li> <li><b>3. Asking and receiving advice from the supervisor made further and broader study more understandable in nursing.</b></li> <li><b>4. Summary of prior knowledge helps to link knowledge to practice better.</b></li> </ol>

**Table 4** Descriptive of the reflection-on-action (IMPACT)

Questionnaire and Responses Phases III: Reflection-on-action: participant debriefing (Observe1)	Inference (Reflection 1)
<b>1. How do you conduct concept of Reflective Behavior for practice in nursing care?</b> 1. Learn to promote growth. 2. Promoting nutrition in child immunization in children. 3. Improving Child care when admitted to hospital. 4. Nursing infants as normal. 5. Adapt and practice to different conditions such as dyspnea infection in the blood, hypothermia nursing deck with gastrointestinal problems, and problems associated with respiratory, heart, nervous and muscular.	Construct Concept of Nursing care in Pediatric cover in system by your self
<b>2. How do you feel about your experience?</b> 1. The supervisor takes good care of the students. 2. Student are impressed that they have a chance to learn ... 3. Students get more practice knowledge from the classroom, understand more and more, and practice with the baby to help without any stress. 4. Teachers give their knowledge and experience, and can even motivate students to be more enthusiastic. 5. The teacher is attentive to students both in knowledge and feeling.	1. Appreciate teacher for taking a good care of them 2. Teacher take a role model in nursing practice and holistic care
<b>3. How do you apply knowledge in the future?</b> <i>By Making sure that the newborn be evaluated correctly? Nursing care can be provided through a holistic nursing process. Review with the nursing professional and find out what is missing. Review and implement what has been read, reviewed, and tested. Take care of your children at home using the acquired knowledge</i>	1. Construct understand and apply Concept holistic care to patient and family 2. Applying knowledge to future nursing care and family care. 3. Use the knowledge to take the test.
<b>4. How has this way of learning changed me?</b> <i>Knowing to ask questions and help to learn more. When learning the answer to a question, it makes learning and continue to learn more</i>	1. Have the ability to ask questions to seek answers manually. 2. Feeling happy to learn
<b>5. How do you transform after your experience from nursing practice?</b> <i>Self-development is knowledge-based. Knowledge is summed up to solve the problem in the future. Bring more advanced knowledge to use and develop confidence in charting the history and procedures of the baby care. There is a search for more theoretical knowledge, more self-esteem, and a more active sense of self-esteem. Feeling more self-motivated provide the enthusiasm for work.</i> <i>By studying the pathogenesis of the disease, understanding linkage between nursing and the procedure, being more cautious, reviewing the plan, during and after the procedure. By learning hard and become responsible. Having more patience and develop more learning skills than before. Leverage the learning from the knowledge acquired from reading Research Articles. By asking and answering our questions by searching for reliable sources such as research papers, health journals, and questions from supervisors. By keeping accuracy in work and to increase confidence in the work room the point of view of the ward, changes in the knowledge of the pathophysiology of the patient are understood. Linking the case study to the theory of the study, analysis of the nursing care plan, and the need for additional research will greatly support nursing practice.</i>	1. Nursing students can create their own knowledge. 2. Develop ability to search, seek and use information from research to plan nursing. 3. Being active learner 4. Being responsible for assignments and patience in learning. 5. Have the ability to create knowledge from observation and questioning. 6. The supervisor has a role as an advisor on all matters when the student needs help.

As shown in Table 5, key elements that help teachers to develop a teaching style to promote reflection include 1) Organizing goals, learning and teaching; 2) Organizational approach; 3) Study Phase and Duration (It is important to allow the teacher to assess the change of reflection behavior in the learner that occurs at each stage of the practice) / The Process of reflective practice in nursing 4) Role Nursing student, the Activity and learning outcome; Nursing student, the Activity and learning outcome;

5) Role of Team teaching and Technique of teaching. The aforementioned key elements were elucidated from research findings of this study, team meeting discussion and the proposed curriculum plan. As the design and composition of this instructional model to promote in learners were developed based on learning theories such as (a) Constructivism learning theory, (b) Cognitive learning theory, (c) Behavior learning theory

**Table 5** Descriptive of the Key informant

Organizing goals learning and teaching (Plan2)	Organization approach. (Plan2)	Study Phase and Duration / The Process of reflective practice in nursing (Plan2)	Role Nursing students The Activity and Learning outcome (Knowledge= K, Attitude=A, Practice=P) (Act2)	Role Team teaching & Technique of teaching; (Reflection2 )
1. To develop Learning style The study of nursing practice.	1. Preparation of activities to promote learning and reflection in nursing practice for learners.	(a) Pre-learning, 2 days Phases I: Reflection-before-action: preparing and constructing knowledge;	- Quasi-structures questions (K, A) - Pre-learning; mapping take note(K) - Pre-test by questionnaire (K) - writing Journal (K, A)	- Seminar team teaching; - Design Model of instruction - Orientation - Reflective teaching - Small group discussion - Reflection - Return demonstrate
2. By reflective thinking To teach students to practice their reflective thinking skills.	2. Select an interesting topic for nursing students to practice reflection in nursing practice. 3. Provide appropriate time for coaching students to practice reflective thinking.	(b) While-learning, 2 weeks Phases II: Reflection-in-action: participant being trained in operations to practice nursing care, adopting procedure and using equipment to treat patients;	- Nursing care plan at the case conference (K, A) - RU (K) - Quasi-structures questions (K, A) - Journal writing (K, A) - Procedure (P, A); Vital signs Injection, Oxygen therapy Nebulizer, Orogastic feeding Suction secretion - Equipment (P, A); Incubator, Phototherapy, Syringe pump, Infusion pump - Quasi-structures questions (K, A) - Journal writing (K, A)	- Reflective teaching (K, A) - Authentic learning - Co-operative learning - Simulation - Small group discussion - Reflection
		(c) Post- learning in, 1 day Phases III: Reflection-on-action: participant debriefing	-Quasi-structures questions (K, A) -Journal writing (K, A) - Post-test by questionnaire (K, A)	

## Result of the process:

The case study found that 100% of nursing students (56 nursing students) were able to use the nursing process according to the criteria and all of them passed according to the criteria. The highest score is 94 points, the lowest number is 75 points and the average number is 84 points.

## Discussion

The results suggest that the use of reflection is a teaching method that gives students the opportunity to express their feelings about their learning process and their work. Table 1 helps nurses understand the following. 1) Pre-learning should be assigned to the students to answer the questions reflected in this session before the practice in the ward. The study will allow students to receive orientation responses and the plan to develop the academic pediatrics department 2) While-learning: While in practice, questions will help learners investigate, think, and plan to solve problems. The problem of caring the patient by nursing students is self-reliant and nursing students will be able to understand the difference between normal and unusual. Reflective thinking will teach nursing students what to expect and what not to. 3) Post-learning is a way for learners to look back on their own experience, to evaluate their knowledge and apply it in the future. Student would think about what is good and what is not and plan to the appropriate corrections appropriately as shown in Table 2, Table 3, and Table 4.

Phases I – Reflection-before-action.<sup>5</sup> include preparing and constructing knowledge. Phases II – Reflections-in-action comprise participant being trained in operations to practice. Phases

III – Reflection-on-action constitutes participant debriefing and gives instructor useful information related to learners who will use it to develop teaching and learning. Phase 1 study revealed (Table 2) that the students were able to understand the concept of expression. As the instructor and the learner become closer to each other, the teaching efficacy would improve. If the instructor does not define the scope of reflection, it will make it difficult for the learner to write the idea. Because it is not clear what the instructor wants from the learner and it takes a lot of time to have a full understanding. Using questionnaires will help to reflect the direction and efficiency of responses.<sup>7</sup> to specific issues that the instructor wants the students to learn.<sup>7</sup> Also, The instructor must provide a sufficient amount of time that is appropriate for the learner to have a review of various experiences that arise from herself before reflecting on the students. Writing reflects the everyday thinking and this practice will be appropriately added to the routine course work of the students. Instructors need to help the learner when required and the instructor must write the same reflection as the learner every time he or she instructs in order to improve the reflection skills. The utility of reflection and questioning styles are applied to stimulate thinking process. Stimulating thinking process helps the learner to understand and plan what he or she is learning and empowers learners to have control over their own learning. To further sharpen the thinking process, students were asked to write about their feedback, feelings, understanding of what is going on, and their experiences

Table 4 is descriptive of the Reflection-on-Action. Appreciating others understanding content will enable fast learning, teaching the test, develop-

ment of the use of questioning skills and happy learning. As a result of reflective thinking in nursing practice, Nursing students are able to create their own knowledge, have the ability to search, seek information and use information from research to plan nursing. They become an active learner. Responsible for assignments, patience in learning, and ability to create knowledge of observation and questioning are critical for the student development. The supervisor has a role as an advisor on all matters when the student needs help. Based on the student responses to the questionnaire detailed in Table 2, it is understood that students have a fear of nervousness before practicing. This is a problem that teachers have to address and prepare students in their career. It is recommended that the instructor provide proper consulting and assistance to nursing students both during the nursing practice and the preparation phase before the actual practice through encouraging reflection before they act. This will make students to willingly take many nursing assignments without any nervousness. Table 5 demonstrates that providing a variety of experiences is an important part of helping students experience and learn. As demonstrated from student's responses detailed in Table 5, it is found that this reflection affects the learner in learning.

## Conclusion

To summarize, reflection is one of learning techniques which could be used in class as an instruction method and allowed students to think over their learning beyond the traditional teaching model. This will help to learn the material appropriately, analyze and initiate self-development plan.<sup>8,15-17</sup>

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