

## Reflection Paper: Nursing Experience

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Being a nurse is a great privilege for me as my dreams have come true and I am helping people when they need assistance most. For me, each day spent in the hospital is full of valuable experiences as I learn a lot every minute. Therefore, it is quite difficult to think of the most valuable experience clinically. One of such cases was during my first days in the hospital when I had to work with a very specific patient who was angry and demanding. Of course, I understood that the man was in pain and his irritation was due to his poor health condition but he was quite abusive several times. I could lose my temper and tell him off but I pulled myself together. I would come to his ward and complete my tasks always smiling and talking to him. In a few days, I knew about his major concerns and could comfort him. When he left, we parted as old friends and he was grateful for my attitude. Now I know that I can find a way to every patient's heart to comfort him/her.

This experience is closely connected with one of my 'preceptors'. She was a great model for me as she was always positive and used humor as her major weapon. She could communicate even with the 'hardest' patients who seemed to try their best to insult healthcare professionals. I learnt from her loads of valuable lessons. One of them was to be positive and try to find a path to each patient. What is more, I learnt to develop proper relationships with other healthcare professionals. This woman managed to gain authority among her colleagues and patients and everyone was respectful. Another important thing I learnt from her is teaching patients to cope with their health conditions. I noticed that those who refuse to move have more health problems than those who are trying to be active. Some of my colleagues said it was an attempt to complete fewer tasks but I believe this is a good strategy which makes patients more responsible, more active and, as a result, makes them healthier. Now I am using lots of her tricks to develop relationships with everybody and I have to say that she is a genius as all these tools really work.

As has been mentioned above, I believe I have chosen the right way and I am a good nurse who can function in all sites. However, I think that the ward is where the nurse belongs. I like being with patients and try to spend as much time as possible with them. I believe that patients need our psychological help even more than clinical services and I will go into detail on that matter below. I admire nurses who work in

# Reflection Paper Nursing Student

**M. Gaie Rubenfeld, Barbara K. Scheffer**



## **Reflection Paper Nursing Student:**

**Teaching and Learning in a Concept-Based Nursing Curriculum** Ignatavicius, Donna D. Ignatavicius, 2017-09  
Resource added for the Nursing Associate Degree 105431 Practical Nursing 315431 and Nursing Assistant 305431 programs

**The Sage Handbook of Nursing Education** Carol Hall, Mary Gobbi, Kathryn Parker (Whitcomb), Patricia Yoder-Wise, 2024-05-01 In the past several years a revival of research devoted to nursing education has emerged This emergence has changed the way many educators engage in their practice of working with learners and learners have come to expect that they will have a rich learning experience designed to develop new or enhance prior knowledge skills and attitudes The SAGE Handbook of Nursing Education provides a detailed map of the current discipline with a carefully selected team of international contributors offering the latest thinking about education in nursing across key areas This handbook will be a key resource for academic educators as well as graduate and postgraduate learners Evidence-Based Faculty Development Through the Scholarship of Teaching and Learning (SoTL) Plews, Rachel C., Amos, Michelle L., 2020-01-10 Educational developers play a central role in supporting faculty members and informing their ongoing professional development programming through the scholarship of teaching and learning SoTL SoTL presents an opportunity for faculty professional development that is action oriented evidence based and engaging for faculty members at any stage in their academic career Evidence Based Faculty Development Through the Scholarship of Teaching and Learning SoTL is a critical scholarly publication that examines SoTL research as a method of professional development for educational developers and higher education faculty members Highlighting topics such as professional development research ethics and faculty engagement this book is ideal for deans professors department chairs academicians administrators educational developers curriculum designers researchers and students Promoting Health and Wellness in Underserved Communities Anabel Pelham, Elizabeth Sills, 2023-07-03 Starting from the premise that our health status vulnerability to accidents and disease and life spans as individuals and communities are determined by the organization delivery and financing or lack thereof of health care this book explores how educators and community caretakers teach the complex web of inter connection between the micro level of individual health and well being and the macro level of larger social structures Through the lenses of courses in anthropology ESL gerontology management information systems nursing nutrition psychology public health and sociology the contributors offer examples of intergenerational and interdisciplinary practice and share cutting edge academic creativity to model how to employ community service learning to promote social change

**Issues in Nursing Research, Training, and Practice: 2011 Edition**, 2012-01-09 Issues in Nursing Research Training and Practice 2011 Edition is a ScholarlyEditions eBook that delivers timely authoritative and comprehensive information about Nursing Research Training and Practice The editors have built Issues in Nursing Research Training and Practice 2011 Edition on the vast information databases of ScholarlyNews You can expect the information about Nursing Research Training

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*Creating a Caring Science Curriculum, Second Edition* Marcia Hills, Jean Watson, Chantal Cara, 2021-01-07 The hallmark text for nursing faculty seeking to promote the transformative teaching of caring science Creating a Caring Science Curriculum A Relational Emancipatory Pedagogy for Nursing reflects the paramount scholarship of Caring Science educators This second edition intertwines visionary thinking with blueprints exemplars and dynamic direction for the application of fundamental principles It goes beyond the conventional by offering a model that serves as an emancipatory ethical philosophical educational and pedagogical learning guide for both teachers and students Divided into five units the text addresses the history of the caring curriculum revolution and its powerful presence within nursing Unit I lays the foundation for a Caring Science curriculum Unit II introduces intellectual and strategic blueprints for caring based education including action oriented approaches for faculty student relations teaching learning skills pedagogical practices critical reflective creative approaches to evolving human consciousness and power relation dynamics Unit III addresses curriculum structure and design the evolution of a caring based college of nursing caring in advanced practice education and the development of caring consciousness in nurse leaders It also features real world exemplars of Caring Science curricula Unit IV includes an alternative approach to clinical and course based evaluation and the text concludes with an exploration of the future of the Caring Science curriculum as a way of emancipating the human spirit Each chapter is structured to maximize engagement with reflective exercises and learning activities that encourage the integration of theory and practice into the learning process

**New to This Edition** Updated chapters case studies and learning activities Six new chapters that provide guidance on how to create a Caring Science curriculum Exemplars from institutions that have developed Caring Science curricula **Key Features** Provides a broad application of Caring Science for teachers students and nursing leaders Features case studies of teacher student lived learning experiences within a caring loving pedagogical environment Encourages the integration of theory and practice into the learning process with learning activities and reflective exercises Distills the expertise of world renowned Caring Science scholars

[Research Anthology on Nursing Education and Overcoming Challenges in the Workplace](#) Management Association, Information Resources, 2021-06-25 Nursing care professionals are an essential part of the medical profession known for their care and the assistance that they offer to patients However nurses must also tackle the challenges of the modern workplace including the utilization of new technologies gender inequity negative workplace environments including navigating exclusionary behaviors such as incivility

and bullying and relieving stress and burnout As such it is crucial for nurses nurse managers and other medical professionals to remain up to date with the latest education and training techniques and discussions surrounding the significant challenges that nurses face The Research Anthology on Nursing Education and Overcoming Challenges in the Workplace is a comprehensive reference book that compiles numerous chapters on the latest training and educational strategies for nurses and discusses challenges facing this branch of the medical field The anthology presents challenges common within the medical field and techniques used to solve or prevent them as well as nurse perspectives on new medical technologies and their perceived use and performance Covering topics such as e training ethics patient safety burnout incivility and more this text provides essential information for nurses teachers care professionals hospital staff managers practitioners medical professionals nursing home and care facilities academicians researchers and students

**ePortfolios in Australian Universities** Jennifer Rowley, 2016-09-14 This book focuses on essential findings concerning emerging practices of student learning through the teaching and learning benefits of the electronic portfolio ePortfolio in a range of disciplines at Australian universities It explores the latest research on ePortfolios teaching quality future research directions for tertiary learning and teaching institutional agendas in higher education and the role that the ePortfolios can play in supporting improvements in pedagogic practice and student outcomes Included in these agendas is research into the development of higher education through the technologising of pedagogy learner identities in discrete disciplines and the praxis of individual university teachers The book covers accounts of academic learning success and challenges across current higher education subject areas By presenting case study accounts of ePortfolio use it reveals the importance of defining and documenting how we can meaningfully develop learner portfolios in research teaching and learning at Australian universities With an intentional research base the book draws on work conducted inside and outside Australia and highlights how the ePortfolio can help tertiary staff prepare for the impact of a student created portfolio on teaching learning and subsequent academic scholarship

Improving Learner Reflection for TESOL Li-Shih Huang, 2021-06-03 Presenting comprehensive research conducted with learners and educators in a range of settings this volume showcases self reflection as a powerful tool to enhance student learning The text builds on empirical insights to illustrate how language professionals can foster critical self reflection amongst learners of English as an additional language This text uses ecologically sensitive practitioner research that addresses issues of both practical and pedagogical significance in the fields of TESOL language teaching and learning and teacher education By synthesizing interdisciplinary research and theory chapters show how various types of self reflection including guided and non guided group and individual forms and written oral and technology mediated reflection can promote autonomous self regulated learning amongst students at various levels Whilst offering readers a strong grounding in the theoretical and empirical knowledge that supports self reflection the volume gives constant attention is given to praxis with a focus on effective pedagogical strategies and tools needed to implement encourage and evaluate

critical learner reflection in readers own teaching or research This volume will be a critical resource for language teaching professionals interested in critical learner reflection including in service pre service and teacher educators in the field of TESOL Scholars and researchers in the fields of applied linguistics and language education more broadly will find this volume valuable

**Engaging Ideas** John C. Bean,Dan Melzer,2021-06-09 Use your course s big ideas to accelerate students growth as writers and critical thinkers The newly revised third edition of Engaging Ideas delivers a step by step guide for designing writing assignments and critical thinking activities that engage students with important subject matter questions This new edition of the celebrated book now written by the co author team of Bean and Melzer uses leading and current research and theory to help you link active learning pedagogy to your courses subject matter You ll learn how to Design formal and informal writing assignments that guide students toward thinking like experts in your discipline Use time saving strategies for coaching the writing process and handling the paper load including alternatives to traditional grading such as portfolio assessment and contract grading Help students use self assessment and peer response to improve their work Develop better ways than the traditional research paper to teach undergraduate reading and research Integrate social media multimodal genres and digital technology into the classroom to promote active learning This book demonstrates how writing can easily be integrated with other critical thinking activities such as inquiry discussions simulation games classroom debates and interactive lectures The reward of this book is watching students come to class better prepared more vested in the questions your course investigates more apt to study purposefully and more likely to submit high quality work Perfect for higher education faculty and curriculum designers across all disciplines Engaging Ideas will also earn a place in the libraries of graduate students in higher education

Caring and Community Jane S. Norbeck,Charlene Connolly,JoEllen Koerner,2023-07-03 Although service learning and nursing would seem an obvious combination nursing as a profession within academic research and health care organizations has only recently begun to embrace the true spirit of the practice The chapters in this book fourth in the Service Learning in the Disciplines Series are rich with information both theoretical and experiential that describes ways in which nursing has begun to incorporate service learning as a methodology into many diverse settings and with communities of interest

Teaching in Nursing E-Book Diane M. Billings,Judith A. Halstead,2013-08-13 Teaching in Nursing 4th Edition is the only nursing text to address all three components of education teaching curriculum and evaluation Comprehensive guidelines help you meet the day to day challenges of teaching including curriculum development the diversity of student learning styles and developing and using classroom tests This edition has been updated with information on the latest trends in education including new information on the use of simulations to facilitate learning the latest on competency based and concept focused curricula developing learner centered courses and more Edited by expert nursing educators Diane M Billings and Judith A Halstead Teaching in Nursing is a past winner of the AJN Book of the Year award and is an excellent resource for nurses preparing to take the Certified Nurse Educator CNE

Exam The only nursing resource to cover teaching curriculum and evaluation of students the three essential components of nursing education Contributing authors are nationally recognized scholars in their fields of expertise Models of teaching are used to demonstrate clinical teaching teaching in interdisciplinary setting how to evaluate students in the clinical setting and how to adapt teaching for community based practice Teaching strategies promote critical thinking and active learning including evaluation techniques lesson planning and constructing examinations Evidence based teaching boxes explain how to practice and apply evidence based teaching with implications for faculty development administration and the institution End of chapter summaries let you draw conclusions based on the chapter content Open ended application questions at the end of each chapter are ideal for faculty guided discussion and online education Up to date research looks ahead to the needs of the future

**Scenarios, Fictions, and Imagined Possibilities in Science, Engineering, and Education** Daria Bylieva, Alfred Nordmann, 2024-11-09 This book presents the proceedings of the 24th International Conference Professional Culture of the Specialist of the Future Professionals and experts in all fields need to be prepared to handle unfamiliar situations Some of these are unexpected events that may occur quite suddenly out of the blue and others may emerge in the course of technological development or predicted trends In order to successfully confront the future professionals therefore need to engage in hypothetical thinking as they entertain concrete scenarios or fictitious possibilities Scientists and engineers lead the way when they employ thought experiments and systematically consider alternative realities Educators come up with creative approaches to foster the art of the as if This highly interdisciplinary collection of 50 papers discusses the theoretical challenge of hypothetical thinking and presents practical strategies for its promotion *Teaching Reflective Learning in Higher Education* Mary Elizabeth Ryan, 2014-11-05 This book is about understanding the nature and application of reflection in higher education It provides a theoretical model to guide the implementation of reflective learning and reflective practice across multiple disciplines and international contexts in higher education The book presents research into the ways in which reflection is both considered and implemented in different ways across different professional disciplines while maintaining a common purpose to transform and improve learning and or practice The Readers will find this book is innovative and new in three key ways Firstly in its holistic theorisation of reflection within the pedagogic field of higher education Secondly in conceptualising reflection in different modes to achieve specific purposes in different disciplines and finally in providing conceptual guidance for embedding reflective learning and reflective practice in a systematic way across whole programmes faculties or institutions in higher education The book considers important contextual factors that influence the teaching of forms and methods of reflection It provides a functional analysis of multiple modes of reflection including written oral visual auditory and embodied forms Empirical chapters analyse the application of these modes across disciplines and at different stages of a programme The theoretical model accounts for students stage of development in the disciplinary field along with progressive and cyclical levels of higher order thinking and learning and professional practice

that are expected within different disciplines and professional fields Secondly in conceptualising reflection in different modes to achieve specific purposes in different disciplines It provides a functional analysis of multiple modes of reflection including written oral visual auditory and embodied forms Empirical chapters analyse the application of these modes across disciplines and at different stages of a programme in terms of demonstrating levels of reflection The book includes images diagrams and different text forms to support the creative applications of reflection And thirdly the book is innovative in providing conceptual guidance for embedding reflective learning and reflective practice systematically across whole programmes faculties or institutions in higher education contexts across the world

**Journal Keeping** Dannelle D. Stevens, Joanne E. Cooper, 2023-07-03 By the authors of the acclaimed Introduction to Rubrics Major growth of interest in keeping journals or diaries for personal reflection and growth and as a teaching tool Will appeal to college faculty administrators and teachers One of the most powerful ways to learn reflect and make sense of our lives is through journal keeping This book presents the potential uses and benefits of journals for personal and professional development particularly for those in academic life and demonstrates journals potential to foster college students learning fluency and voice and creative thinking In professional life a journal helps to organize prioritize and address the many expectations of a faculty member s or administrator s roles Journals are effective for developing time management skills building problem solving skills fostering insight and decreasing stress Both writing and rereading journal entries allow the journal keeper to document thinking to track changes and review observations and to examine assumptions and so gain fresh perspectives and insights over past events The authors present the background to help readers make an informed decision about the value of journals and to determine whether journals will fit appropriately with their teaching objectives or help manage their personal and professional lives They offer insights and advice on selecting the format or formats and techniques most appropriate for the reader s purposes

**Teaching Islamic Studies in the Age of ISIS, Islamophobia, and the Internet** Kimberly Hall, Doaa Baumi, Manuela Ceballos, Benjamin Geer, Mouez Khalfaoui, Alfons H. Teipen, William Maynard Hutchins, Laila Hussein Moustafa, Nathan S. French, Todd Green, Sabahat F. Adil, Kecia Ali, Phil Dorroll, Lyndall Herman, Shehnaz Haqqani, 2019-01-24 A much needed volume and a must read for educators addressing a challenging topic in a challenging time Choice How can teachers introduce the subject of Islam when daily headlines and social media disinformation can prejudice students perception of the subject Should Islam be taught differently in secular universities than in colleges with a clear faith based mission What are strategies for discussing Islam and violence without perpetuating stereotypes The contributors of Teaching Islamic Studies in the Age of ISIS Islamophobia and the Internet address these challenges head on and consider approaches to Islamic studies pedagogy Islamophobia and violence and suggestions for how to structure courses These approaches acknowledge the particular challenges faced when teaching a topic that students might initially fear or distrust Speaking from their own experience they include examples of collaborative teaching models reading and media suggestions and ideas for group assignments that



encourage deeper engagement and broader thinking The contributors also share personal struggles when confronted with students including Muslim students and parents who suspected the courses might have ulterior motives In an age of stereotypes and misrepresentations of Islam this book offers a range of means by which teachers can encourage students to thoughtfully engage with the topic of Islam Abundant and useful references Highly recommended Choice      **Artistic**

**Pedagogical Technologies: A Primer for Educators** Katherine J. Janzen, Beth Perry, Margaret J. A. Edwards, 2019-06-19

Research has shown that what students desire most in the post secondary milieu is engagement As traditional forms of teaching that include lecture or PowerPoint presentations no longer adequately engage today s technology adept students educators may find themselves at a loss for where to locate teaching strategies which both engage students and are tried and tested in an actual classroom setting This book does just that It provides a critical look at not only what is lacking in today s classrooms to promote engagement but actual solutions and strategies to help nurse educators as they prepare to teach

Artistic Pedagogical Technologies were first envisioned by Dr Beth Perry in 2005 while over twelve years of research confirms that these arts based teaching strategies actually work As theory based topics can be among the most difficult to engage students included in this book are selected lesson plans that have been employed in actual classrooms In total thirty five strategies are provided that can be utilized in a variety of classroom settings and applied to various nursing topics Students as part of the human family have an innate need to be creative This creativity can display itself within Artistic Pedagogical Technologies as a melding of technology edutainment and play The strategies in Artistic Pedagogical Technologies A Primer for Educators have changed the classroom life of the authors as educators and they can change your teaching too      **Critical Thinking Tactics for Nurses** M. Gaie Rubenfeld, Barbara K. Scheffer, 2014      **Transformative**

**Student Experiences in Higher Education** Michael G. Strawser, 2018-10-15 Transformative Student Experiences in Higher Education Meeting the Needs of the Twenty First Century Student and Modern Workplace presents a thorough consideration of the role use and implications of transformative and active instructional strategies in higher education It examines the changing landscape of higher education and serves as a foundational lens and framework for thinking through higher education from both an experiential and transformative instructional context As instructors and administrators struggle with twenty first century challenges this seminal text serves as a companion resource that presents innovative twenty first century techniques in a fair and balanced theoretical context      **Becoming a Reflective Practitioner**

Christopher Johns, 2013-04-03 Christopher Johns is an internationally recognised pioneer of reflective practice in nursing and health care Nursing Standard Becoming a Reflective Practitioner provides a unique insight into reflective practice exploring the value of using models of reflection with particular reference to Christopher Johns own model for structured reflection Now in its fourth edition this book has been completely revised and updated to include up to date literature and reflective extracts Contemporary in approach this definitive text contains a variety of rich and insightful reflective extracts that support

the main issues being raised in each chapter and challenges practitioners and students to question their own practice Now with further scenarios and case studies included throughout these extracts provide the reader with access to the experience of reflective representation helping to explicate the way in which reflective practice can inform the wider notion of professional practice The fourth edition of *Becoming a Reflective Practitioner* should be essential reading to everybody using reflection in everyday clinical practice Special Features New fully updated edition of a seminal text in the field Includes an additional chapter looking at existing studies on reflective practice Scenarios and case studies provided throughout A practical guide to using reflection in everyday clinical practice

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