

# REFLECTIVE JOURNAL NURSING STUDENT EXAMPLE

I was a young nurse, I was 25 years old, and I worked for four months at the Intensive Care Department at the Neurology Clinic. Everything was still new and difficult for me. Before that I worked for three years in Germany, in a private clinic in a completely different type of work, on the organization of patient admission and discharge. One day in the Intensive Unit we received an elderly gentleman, in a difficult state. The reception was from the Emergency Department, and nobody was accompanying the patient. He was 70 years old. No one asked for him, there were no data, he was left alone.

He was semi-conscious, and he constantly asked his mother. Whenever I get close to his bed, I heard him say, "Mom, Mom." I was so moved that I came to him at some point and said, "I'm your mom, and you are my bird." I started to carefully take care of him. I would bring some clothes from home. He had, for example, cold feet and I was putting him socks. I bonded with him more than with other patients. I was very sad that he was alone and there was no one. At that time, I promised myself that I would especially protect such ones. There were even more difficult moments of coping with death, and young people. I recall them and remember them all by their name. All of them influenced me to become a better, more responsible person, and look differently on life. When I became the head nurse of the hospital in 1991, I no longer had such an affair with patients, but I often came to the Intensive Unit, I could not separate myself from the Intensive. I had to see people. And now I like to come, I'm always stressful, and again from the beginning I admire the people who work in all our Intensive Units, so shaky and responsible work. I think the sisters are underpaid for what they do. And after so many years I can only say that nurses and technicians working in Intensive units can work anywhere.



# Nursing Student Reflective Journal Example

**Brian Paltridge, Sue Starfield**



## **Nursing Student Reflective Journal Example:**

**Making Sense Of Nursing Portfolios: A Guide For Students** Timmins, Fiona, 2008-05-01 All students undertaking pre registration nursing qualifications are required to complete a portfolio as part of their formal assessment This book is pitched at introductory level and provides a guide to the context of portfolio development and its importance not just to assessment but to the patient experience

**The Student's Guide to Reflective Writing** Martin McMorrow, 2024-03-21 From your studies to your career reflection and reflective writing is a key skill for personal and professional development However reflective writing requires a different approach to essays or reports it can be difficult to know how to accomplish it Written in a supportive and inclusive tone The Student's Guide to Reflective Writing is an ideal resource for anyone faced with reflective writing assignments It provides clear and practical advice on every step of the process showing you how to Record your experiences Choose what to write about Structure your assignment Write reflectively using appropriate tone and language and Incorporate theory and refer to professional skills and competencies Throughout the book there are a wealth of practice tasks and detailed examples of reflective writing from a range of disciplines It also contains a glossary of sentence structures to help you get started and build your confidence This hands on and supportive guide equips you with the skills to write critically reflectively and successfully

*Reflective Practice* Gillie Bolton, 2010-02-25 Lecturers why waste time waiting for the post to arrive Request your e inspection copy today In the new third edition of this popular and highly readable book the author draws on her considerable experience and extensive research to demonstrate a creative dynamic mode of reflection and reflexivity Using expressive and explorative writing combined with in depth group work mentoring alongside appropriate focussed research it enables critical yet sensitive examinations of practice Gillie offers a searching and thorough approach which increases student and professional motivation satisfaction and deep levels of learning She clearly explains reflection reflexivity narrative metaphor and complexity and grounds the literary and artistic methods in educational theory and values Clear step by step practical methods are given for every aspect of the process New to this edition are A chapter presenting different ways of undertaking and facilitating reflective practice Further international coverage including material from Australia New Zealand and the United States The Third Edition also includes An annotated glossary explaining key terms End of chapter activities and exercises Suggested further reading and clear guides on chapter contents and how to use the book Companion website [www.uk.sagepub.com/bolton](http://www.uk.sagepub.com/bolton) An accompanying companion website includes a range of free additional materials for lecturers and students to use in tutorials and for independent study including discussion workshop exercises glossary and online readings The methods are appropriate to and used worldwide by students and professionals across education medicine and healthcare clinical psychology therapy social work pastoral care counselling police business management organisational consultancy leadership training

Researching Critical Reflection Jan Fook, Val Collington, Fiona Ross, Gillian Ruch, Linden West, 2015-10-05 Critical reflection helps professionals to learn directly from their

practice experience so that they can improve their own work in an ongoing and flexible way something essential in today's complex and changing organisations It allows change to be managed in a way which enables individuals to preserve a sense of what is fundamentally important to them as professionals It is particularly important as it can also help make sense of some fundamental issues and so also has implications for how we live our lives However more systematic research on critical reflection is needed to help us understand what works best for professionals in different settings This timely work explores how critical reflection is researched evaluated and used as a research method itself with the aim of improving how it is taught and practised in a rigorous and transferable way Developing a more comprehensive and multi disciplinary view of the current state of critical reflection and the research directions which need to be taken the book is divided into four parts It Provides an overview of different perspectives on critical reflection and stimulates dialogue between them Establishes some common platforms from which to develop further research directions Identifies the major issues in evaluating critical reflection teaching and main methods for doing so Contributes to social science methodological innovations by exploring how methods based on critical reflection can be used for researching professional practice Contains contributions from academics who are internationally known and highly experienced in different aspects of critical reflection Researching Critical Reflection is an important reference for all students practitioners and researchers including in the areas of education management health and social work who engage with critical reflection to develop their practice

**Developing Reflective Practice** Natus Oelofsen, 2012-04-15 An essential toolkit that helps students qualified nurses and other healthcare professionals to become confident reflective practitioners Developing Reflective Practice is suitable for students and practitioners in a variety of fields including nursing psychology social work therapeutic child care and education The book offers a simple three stage reflective cycle that will enable students and practitioners to incorporate reflective practice into their workplace and to help them feel confident and competent when confronted with complex and emotionally demanding situations in their practice Introduces reflective practice and provides a range of reflective methods and techniques Invites readers to acquire and develop skills by working through practical reflective activities Illustrates concepts and techniques with extended worked examples Encourages structured reflection with journal exercises Provides practical advice on team working case supervision and recognising and avoiding stress and burnout Students and qualified practitioners will benefit from reading this book and working through the reflective exercises that accompany the text From Reviews In this book the clinical psychologist Natus Oelofsen describes the processes of learning and the three step reflective cycle explaining how keeping a reflective journal offers insights into self and behaviour and using critical analysis to reflect on even ordinary everyday incidents He shows how the insights of understanding help our interactions with patients and colleagues Reflection helps us work together offer support and see where we are able to fit in as team members The chapter All for one and one for all building supportive teams is particularly illuminating There is so much in this book including getting the most from

supervision ethical issues and dealing with work based stress as well as exercises activities and case examples Nursing Standard Vol 26 No 48 August 2012 Developing Reflective Practice is a thorough and concise book enabling students qualified nurses and any other health professional to become confident reflective practitioners within their own field A well written and educational tool particularly for a nursing student and even a social work student Nursing Times 11 October 2012

**The Handbook of English for Specific Purposes** Brian Paltridge,Sue Starfield,2014-09-15 Featuring a collection of newly commissioned essays edited by two leading scholars this Handbook surveys the key research findings in the field of English for Specific Purposes ESP Provides a state of the art overview of the origins and evolution current research and future directions in ESP Features newly commissioned contributions from a global team of leading scholars Explores the history of ESP and current areas of research including speaking reading writing technology and business legal and medical English Considers perspectives on ESP research such as genre intercultural rhetoric multimodality English as a lingua franca and ethnography

*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

**Principles of Assessment and Outcome Measurement for Occupational Therapists and Physiotherapists** Alison Laver Fawcett,2013-03-15 This textbook on assessment and outcome measurement is written for both occupational therapy and physiotherapy students and qualified therapists It begins by defining what is meant by assessment outcome evaluation and measurement and discussing the complexity of therapy assessment and measurement including the challenge of measuring human behaviour and the impact of factors such as task demand and context including the environment Methods of data collection e g observation interview standardised testing and sources e g self report proxy for collecting information about clients are then reviewed and the main purposes of assessment e g descriptive evaluative predictive discriminative presented The book then addresses the topics of

standardisation levels of measurement reliability validity and clinical utility There is a chapter describing and applying models for categorizing levels of function to aid assessment and measurement The concept of clinical reasoning and reflective practice is then explored Application of principles is supported through detailed case studies and worksheets and the criteria for test critique and guidelines for choosing a particular assessment approach are discussed      **Effective Learning and Teaching of Writing** Gert Rijlaarsdam,Huub Bergh,Michel Couzijn,2007-11-23 Effective Learning and Teaching of Writing is a handbook on research on the effective teaching and learning of writing It is a reference for researchers and educators in the domain of written composition in education Effective Learning and Teaching of Writing covers all age ranges and school settings and it deals with various aspects of writing and text types Research methodology varies from experimental studies to reflective classroom practitioners research This new volume in the series Studies in Writing brings together researchers from all kinds of disciplines involved in writing research and countries in their endeavour to improve the teaching of written composition It is the result of co operation of researchers all over the world and shows that in spite of the differences in educational regions over the world research in writing shares similar problems and tries to find answers and generate new questions The body of knowledge in this volume will inspire researchers and teachers to improve research and practice      Transformative Learning in Practice Jack Mezirow,Edward W. Taylor,2011-01-04 The leading authorities in the field produced this comprehensive resource which provides strategies and methods for fostering Transformative Learning TL practice in a wide variety of higher and adult education settings The book answers relevant questions such as What are effective practices for promoting TL in the classroom What is it about TL that is most helpful in informing practice How does the teaching setting shape the practice of TL What are the successes strengths and outcomes of fostering TL What are the risks and challenges when practicing TL in the classroom      *EDUCATING HEALTH PROFESSIONALS: BECOMING A UNIVERSITY TEACHER* Stephen Loftus,Tania Gerzina,Joy Higgs,Megan Smith,Elaine Duffy,2013-09-03 This book is for health professionals who are becoming involved in the education of people entering their professions It introduces many of the challenges that educators must engage with in the twenty first century challenges that will preoccupy our attention for many years to come The world of professional practice in healthcare is changing and the education we provide to prepare people for that practice is also changing How do we prepare professional practitioners for this changing world How do we prepare them for the changes that are yet to come What challenges and changes do they need to be aware of How do we prepare educators both academics and workplace educators for these challenges This volume opens up and articulates the issues we face in preparing people to enter the contemporary world of healthcare Experienced educators should also find much of interest in these pages Practice based education provides an overarching framework for consideration of the issues involved There are five sections in the book Section 1 Introduction Section 2 Health Professional Education in Context Section 3 Teaching and Research Section 4 Case Studies Section 5 Future Directions      *Faces of*

*English Education* Lillian L. C. Wong, Ken Hyland, 2017-04-28 *Faces of English Education* provides an accessible wide ranging introduction to current perspectives on English language education covering new areas of interest and recent studies in the field In seventeen specially commissioned chapters written by international experts and practitioners this book offers an authoritative discussion of theoretical issues and debates surrounding key topics such as identity motivation teacher education and classroom pedagogy discusses teaching from the perspective of the student as well as the teacher and features sections on both in and out of class learning showcases the latest teaching research and methods including MOOCs use of corpora and blended learning and addresses the interface between theory and practice analyses the different ways and contexts in which English is taught learned and used around the world *Faces of English Education* is essential reading for pre and in service teachers researchers in TESOL and applied linguistics and teacher educators as well as upper undergraduate and postgraduate students studying related topics

**Writing for Social Work** Lucy Rai, 2021-02-03 Writing is an important skill not just for a social work degree but also as an integral part of practice Social workers need to be able to write effectively in a range of formats for different contexts Equipping students with guidance on both academic and assessed writing and writing in social work practice this book will use case studies and examples to develop their ability to plan and respond to the challenges of new and familiar writing tasks

**Becoming a Reflective Practitioner** Christopher Johns, 2017-06-26 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 fifth 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 With an increase in professional registration requiring reflective evidence this new edition of *Becoming a Reflective Practitioner* is an essential guide to all those using reflection in everyday clinical practice

**English Language Teaching Materials** Nigel Harwood, 2010-03-22 This volume presents a union of theoretical and practical pedagogical perspectives on materials design and development

*Theory Into Practice* Timothy S. O'Connell, Janet E. Dymont, 2013-06-01 Reflective journals have been used by post secondary educators in a wide variety of teacher training courses to encourage students to better understand the topics that they are studying Reflective journals are often used in courses in which pre service and in service teachers are studying both the theoretical and practical aspects of the subject matter such as secondary teaching methods language and literacy teacher education and outdoor education While there are books on the market that address

some facets of reflective journaling there are no integrative books such as *Reflective Journaling Unlocking the Power and the Potential* that are targeted specifically to pre service and in service teachers There are few resources currently available to teachers wishing to use reflective journals that include the theoretical underpinnings of reflection the integration and impacts of research on the praxis of journaling in each chapter and practical strategies for successful fun journal writing for students This book addresses this need by providing full coverage of using reflective journals as a pedagogical tool *Reflective Journaling Unlocking the Power and the Potential* includes four figures 15 tables 25 works of art four cartoons and 10 photos that enhance each chapter

**Education in Palliative Care** Bee Wee,Nic Hughes,2007-02-22 Education is key to developing a strong base for the future of palliative care and this book provides a wide ranging global view of palliative care education It offers theoretical and practical insights along with specific suggestions for developing knowledge and skills for teaching

**Striving for Excellence** ,1994

**Tell Me a Story** Anthony Tate Fulton,Christopher B. Field,Michael MacBride,2017-09-25 Stories have great power This book attempts to harness that power to help students grow and develop as writers It argues that stories and narratives can be utilized in the composition classroom specifically first year composition FYC to break down barriers Throughout a given semester stories and narratives can help students in composition courses to overcome academic personal and creative barriers establishing a space for developing as writers and thinkers Providing theoretical approaches practical methods and implications for using stories in FYC this book explores the versatility of stories as teaching tools

*Foundation Years and Why They Matter* Stephen Leech,Sarah Hale,2024-11-07 *Foundation Years and Why They Matter* presents a selection of case studies illustrating the diversity of foundation year provision and delivering a compelling narrative about what foundation years are what they do how they do it and the impact they have



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