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The Pedagogical Reflection Model

- an educational perspective on clinical decisions

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INTRODUCTION

Clinical decision-making is important in patient-centred nursing, which is known in nursing education and research (1)

The Pedagogical Reflection Model (PRM) can provide a framework that supports students' decision-making in patient-specific situations.

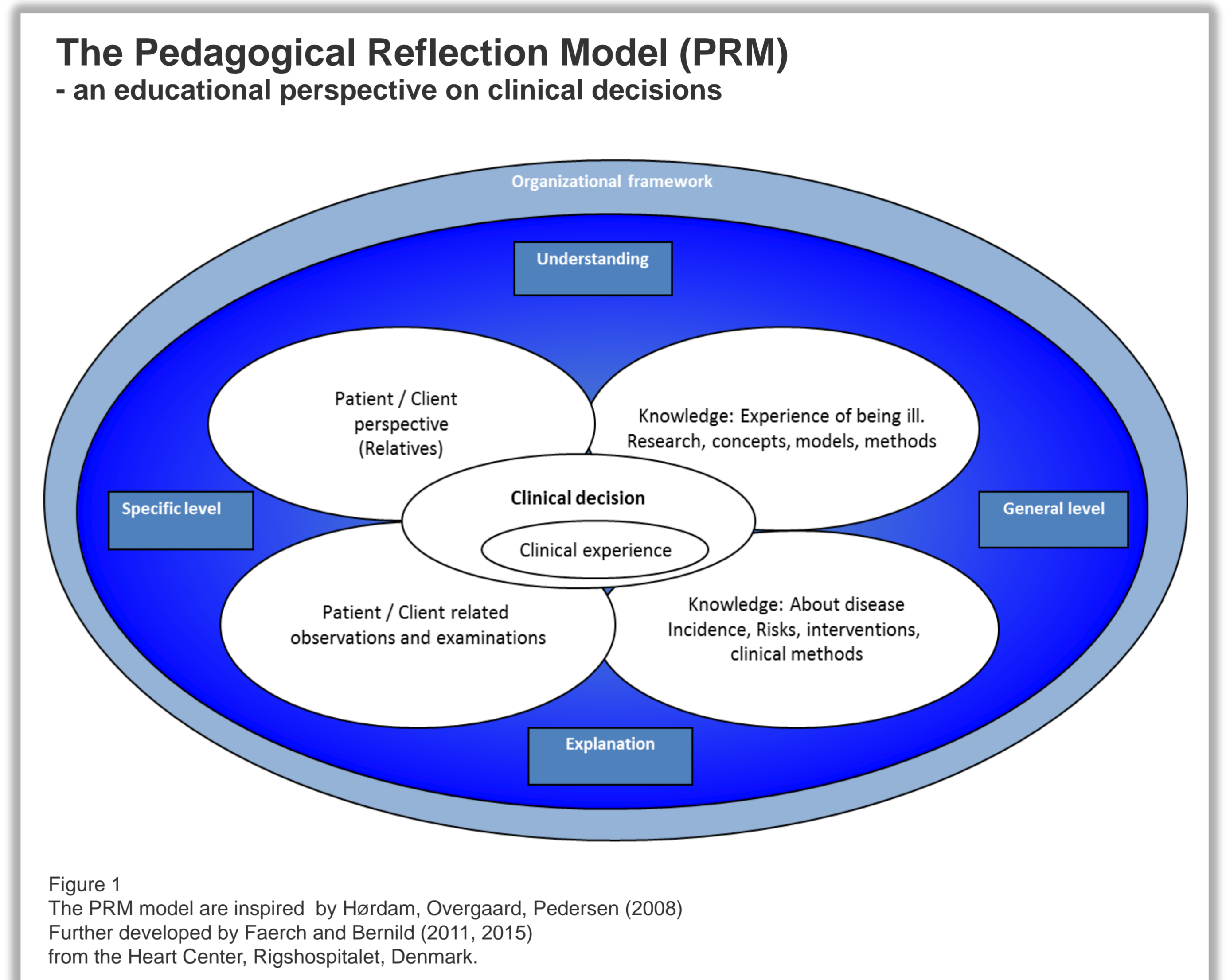
PRM is developed in the Heart Centre Copenhagen, Denmark and based on the assumption that clinical decision-making needs to take into account; 1) clinical experiences, 2) the perspective of the patient, 3) clinical observations and examinations, 4) knowledge about patients experiences of being a patient and ill, 5) medical knowledge about diseases, and 6) the organizational framework (2,3,4)(Figure 1)

The aims of this study were to explore how nurse students and clinical supervisors use PRM as method to reflect before, during and after PRM guidance in relation to clinical decisions in the first year of clinical practice

METHODS

The project is part of a large 3-year pedagogical project (year 2015-19). The pedagogical project aims at developing clinical competencies in nursing students by implementing four educational experiments (Figure 2). The project is inspired by action research (5)

As part of the pedagogical project, 40 novice students work with PRM throughout their entire clinical education. In total 11 audio recordings of first year students discussing reflections with their clinical supervisors on the basis of PRM were obtained. Recordings were transcribed verbatim and analyzed thematically (6) by the authors.



RESULTS

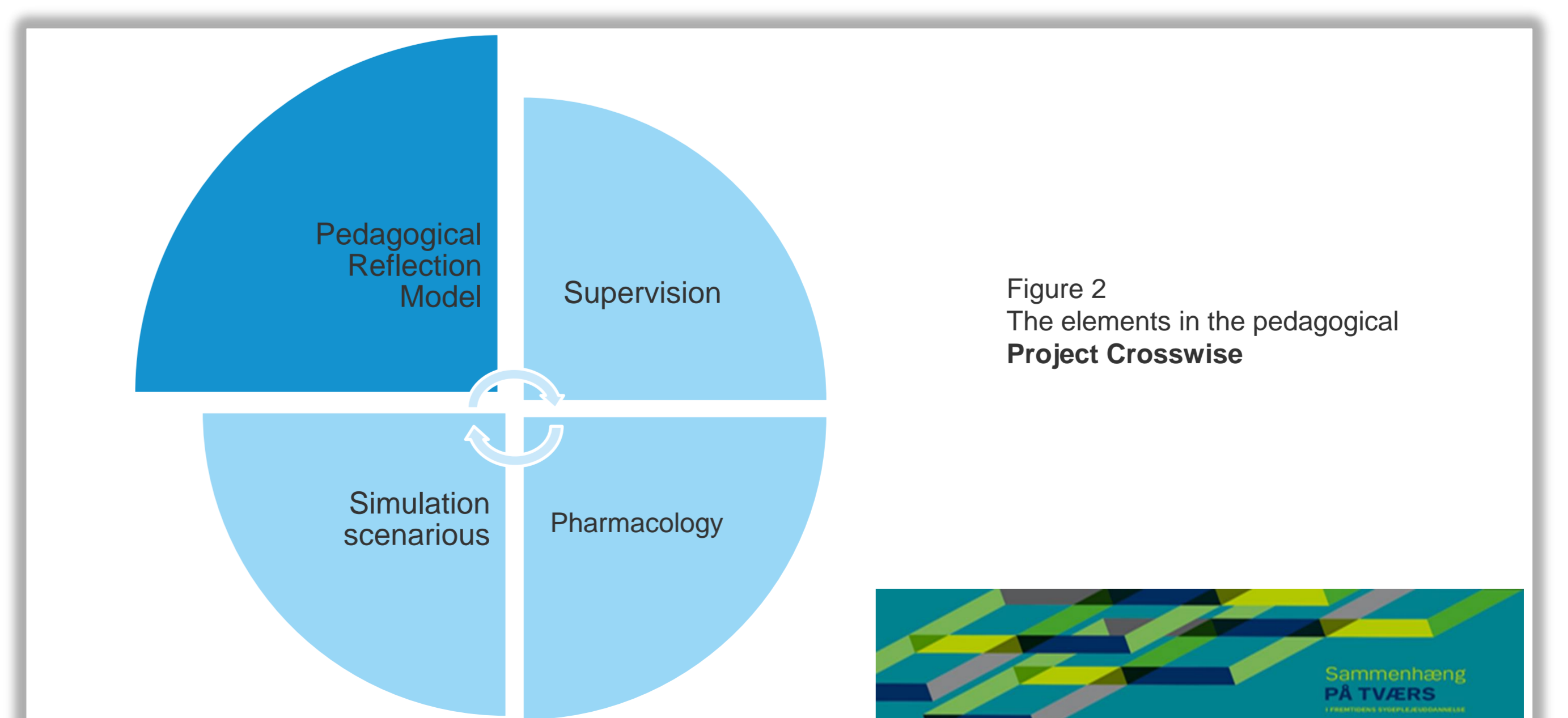
The study confirmed the importance of supporting nurse students when they are learning to reflect on clinical decision-making. PRM provided a useful framework for this. The study showed that the use of multi-perspective reflections were demanding for students as well as for clinical supervisors. The findings pointed towards a need for taking into consideration a number of contextual factors when using the model: 1) student's and supervisor's pre-qualifications and experience with using PRM, 2) interpersonal dynamics, and, 3) Implicit and explicit purposes of the PRM-reflection held by students and supervisors.

DISCUSSION

How can students and supervisors work productively with the contextual factors when implementing models of reflection?

TAKE HOME MESSAGE

Students as well as supervisors need support when implementing new models in clinical decision-making.



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