

ROPs: Reflection on practice situations – A reflection tool inspired by gamification

Introduction

Reflection on practice situations is essential for nursing student with focus on, with and from clinical practice.

Reflection is a well-known tool for connecting theory with practice and it calls for students theoretical as well as experience-based knowledge necessary for evidence-based clinical decisions.

Though, evaluations show that nursing students are challenged when it comes to understand what it means to reflect. The purpose of reflection and the outcome of reflection. To support the nursing student's clinical reflection a tool to guide is needed.

Presentation

With inspirations from board games a whiteboard represents a clinical situation where you can write or erase as needed. The tool has several pieces representing theories, concepts and methods relevant for reflection and they are recognized into categories by colors, shapes and size. All pieces have a magnet with the purpose of placing it on the whiteboard, moving it around it according to the reflection perspectives and development. The starting point is always a situation including the nurse and the patient and from here, the students and the facilitator may build up the situations complexity with different pieces representing theories, concepts and methods.

Methods

The aim of this project was to develop a pragmatic and useful tool for clinical reflection with a purpose to guide the nursing students to reflect on something, from something and with something according to Wackerhausen.

In a collaboration between the nursing school and the OR in Viborg ROPs was developed with the use of both the innovative FIRE model and classic implementation theory.

The inspiration came from gamification drawing on principles from games to motivate the students to socialize and inspire to competency development. The tool was tested, evaluated and further developed over a period of two years and resulted in a flexible reflection tool with the opportunity to modulate semester content accordingly.



The participants always have the opportunity to modulate the complexity according to the student's level og knowledge with adding or removing pieces and also, the pieces work as a buffer for the students to include knowledge. The reflection is a two-way dialogue between student and facilitator with the facilitator as both moderator and guide to secure progression and depth of the reflection. The dialogue motivates the student to further reflection and use of a variety of knowledge necessary for clinical decision making.

Future perspectives

Evaluations from both facilitator and students are very positive. The tool gives the participants focus and initiates a holistic view of between theory and practice and strengthens the students level of the patient. Also the tool bridges the gap further implementation in different settings both in reflection. The future of ROPs is further implementation in different settings both in the nursing education but also in other educations as tool has a content flexibility incorporated in the design and therefore can be used in any learning environment with practice reflection.

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