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The New
Zealand
Nursing
Education

**REPORT BACK for
McCutchan Trust Scholarship**

Ref: H215

Name of Applicant:	Rebecca McDiarmid
Please write a report on how the scholarship has contributed to nursing and to your own professional development. You can also attach documents to the report, for example publications, ethics approval, locality approval etc.	<p>The McCutchan Trust scholarship has contributed to the fees associated with Masters in Higher Education.</p> <p>As part of my Masters I am undertaking a research project – “Exploring teaching strategies that enhance reflective writing in undergraduate student nurses”.</p> <p>This project contributes to nursing: Through exploring strategies to enhance reflective writing the ability for student nurses to develop skills associated with reflective writing (clinical reasoning, critical judgement, learning through experience, debriefing critical incidents) and the ability to articulate clinical competency within a professional portfolio are also enhanced.</p> <p>This project contributes to my professional development: Through supporting/implementing teaching strategies applied in everyday teaching in undergraduate education.</p> <p>Ethics approval is currently being processed within the Otago University, and Otago Polytechnic. Maori Consultancy is also being processed.</p> <p>Attached is the ethics application which is currently being processed.</p>



Form Updated: November 2015

**UNIVERSITY OF OTAGO HUMAN ETHICS COMMITTEE
APPLICATION FORM: CATEGORY B
(Departmental Approval)**

- 1. University of Otago staff member responsible for project:**
Golding Clinton Dr
- 2. Department/School:** Higher Education

3. Contact details of staff member responsible

clinton.golding@otago.ac.nz

Ph: 03 470 4682

4. Title of project:

Exploring Teaching Strategies to Enhance Reflective Writing in Undergraduate Nursing Education

5. Indicate type of project and names of other investigators and students:

Student Research

Level of Study

Names

Rebecca McDiarmid

Masters Higher Education

6. When will recruitment and data collection commence?

4 July 2016

When will data collection be completed?

18 July 2016

7. Brief description in lay terms of the aim of the project, and outline of the research questions that will be answered

This research seeks to identify effective teaching strategies and approaches for improving reflective writing in undergraduate nursing students. Nurse educators use reflective writing strategies to help students gain a deeper understanding of clinical knowledge and experiences. As a tool in nursing education, reflective writing helps students to better articulate their clinical competency within a professional portfolio. Difficulty with reflective writing influences student's ability to clearly articulate clinical competency within a professional portfolio (Levett-Jones et.al, 2010). Nursing Council New Zealand Nursing (NCNZ, 2011) identified Clinical Competencies as essential requirements of a Registered Nurse. Clinical

competences are demonstrated using written evidence, often expressed in the form of clinical professional portfolio of a Registered Nurse. Reflective writing is also a strategy used to support the development of critical thinking skills, clinical reasoning, building a greater understanding of why we do things, documenting professional practice experiences, emphasizing the link between theory and practice and supporting nurses to cope with critical incidents (NZNO, 2015; Craft, 2005; Levett-Jones, 2007).

References

Craft.M. (2005) Reflective Writing and Nursing Education. *Journal of Nursing Education*. 53-57.

Levett-Jones.T. (2007) Facilitating reflective practice and self-assessment through the use of narratives. *Nurse Education in Practice*. 112-119.

Levett-Jones.T., Sundin.D., Bagnall.M., Hague.K., Schumann.W., Taylor.C. & Wink.J. (2010) Learning to Think Like a Nurse. *HNE Handover for Nurses and Midwives (3)* 15-20.

Nursing Council New Zealand. (2011) *Registered Nurses Competency for Practice*. Nursing Council New Zealand (NCNZ): Wellington.

New Zealand Nursing Organization (2015) *Guidelines to Reflective Writing 2015*. New Zealand Nursing Organization (NZNO): Wellington.

8. Brief description of the method.

Semi-structured interviews will be employed to gather experiences of lectures involved in teaching reflective writing at the Otago Polytechnic. More specifically, data will be sought identify areas for improving reflective writing in clinical portfolios.

Participants

The population from which participants are selected is Lecturers/Clinical Lecturers at Otago Polytechnic School of Nursing. Researchers will employ purposive expert sampling method of data collection, seeking expertise and knowledge from participants on improving reflective writing. The inclusion criteria are: Clinical Lecturers at School of Nursing, Otago Polytechnic, who are currently or who have within the past year supervised students in clinical practice papers with reflective writing requirements component. Sample (6-12 participants) will be drawn from Clinical Lecturers who are Registered Nurses and Nurse Educators. Considering this study is being conducted within the Otago Polytechnic, ethics approval is concurrently being sought with Otago Polytechnic Ethics Committee. Maori Consultancy has also been initiated. Once ethics approval is gained I intend to trial the interview. A trial will seek information regarding the quality of the questions and the length of interview. The interview questions will then be tailored to ensure length of interview is under 1 hour and the line of questions is relevant to research goal.

The line of questions will be:

- What strategies do you currently use to teach reflective writing?
- In your experience, do students perform as well in reflective writing in nurse education as we would like? Why or why not?
- What are barriers to their learning reflective writing?
- What strategies could we employ to help them to improve their writing?

Individual Clinical Lecturers at the School of Nursing will be invited to participate. Potential participants will be given a Participant information sheet, which has details about the project and the opportunity to consider and question their involvement. Once the participant agrees to take part in the project they will be given a consent form. I will individually discuss with participant the form, to ensure clear consent is obtained. Once a participant has agreed to participate, a time for an interview will be scheduled. The participant will be aware that the interview aims to be less than an hour, and that I will contact them once the data has been analysed to represent my initial findings, to ensure their perspective is clearly represented in the findings. The participant will be aware they can withdraw from the project at any time.

There will not be a payment or reward offered to participants. If costs of childcare and travel are incurred by the participant this would be reimbursed. During the interview tea/coffee and refreshments would be available.

Personal Information

Personal contact details and demographics are not required or recorded throughout the interview process. Interviews will be recorded on an audio-tape and transcribed by me. Once the interview is transcribed the audio-tape will be destroyed. Once data has been transcribed I will analyse the data using an open coding system to explore themes within the data. Member checking will take place once themes have been identified, to verify the data. Only my supervisor and myself will have access to the data.

There will be no identifying information contained in transcribed data. Transcribed data will be stored on a password protected USB, and when not in use will be kept in a locked filing cabinet within my home office during the completion of data analysis and reporting. At the completion of the study this data remains the property of Otago University and will remain in the secure facilities of Otago University with Clinton Golding, until 5 years after the study.

Reporting of the data will be within a thesis, which will be available at the University of Otago Library, and a report for the Otago Polytechnic. I may write an article to be published in a New Zealand Nursing Journal.

9. Disclose and discuss any potential problems:

One ethical consideration is the interviewing of colleagues within the department I work. Participants may feel they need to participate because they are colleagues. I will overcome this by being clear in conversations with potential participants and through the participant information guide that participation is voluntary. As a colleague I value their perspective and time however I request this voluntarily. My observation is that the department is concerned at the quality of reflective writing within clinical portfolios and many would like a solution to improving reflective writing in undergraduate nursing.

Participants will be aware that they will not be identified, and their participation in this study will also remain anonymous to the department.

No students will be identified at any time. If teaching examples arise within this study, student details will not be discussed.

I am currently seeking ethical approval from Otago Polytechnic. Participants will be informed that the information they share is shared for the purpose of the study only, where no personal information is obtained, identified or discussed with others.

All efforts to maintain anonymity within publishable material will be maintained.



***Applicant's Signature:**

Name (please print): Clinton Golding.....

Date: 30/05/2016

**The signatory should be the staff member detailed at Question 1.*

ACTION TAKEN

Approved by HOD

Approved by Departmental Ethics Committee

Referred to UO Human Ethics Committee

Signature of Head of Department:

Name of HOD (please print):

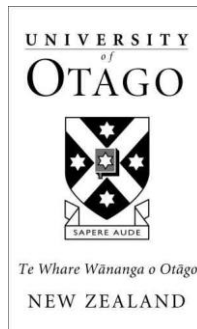
Date:

Departmental approval: *I have read this application and believe it to be valid research and ethically sound. I approve the research design. The research proposed in this application is compatible with the University of Otago policies and I give my approval and consent for the application to be forwarded to the University of Otago Human Ethics Committee (to be reported to the next meeting).*

IMPORTANT NOTE: As soon as this proposal has been considered and approved at departmental level, the completed form, together with copies of any Information Sheet, Consent Form, recruitment advertisement for participants, and survey or questionnaire should be forwarded to the Manager, Academic Committees or the Academic Committees Administrator, Academic Committees, Rooms G22, or G26, Ground Floor, Clocktower Building, or scanned and emailed to either gary.witte@otago.ac.nz. or jane.hinkley@otago.ac.nz

Reference Number:

Date:



Exploring Teaching Strategies to Improve Reflective Writing in Undergraduate Nursing Education

INFORMATION SHEET FOR PARTICIPANTS

You are invited to participate in a research study to explore the teaching strategies that could improve the reflective writing in student nurses. This topic became a focus for my study in Masters of Higher Education when I became aware of the struggle some students had when producing reflective writing pieces and constructing their clinical portfolio to provide evidence of their competency during clinical placement. I started to wonder why some students struggle with reflective writing and what are the most effective strategies to support student nurses to write reflectively.

The **Aim** of the Project is to explore what teaching strategies enhance reflective writing in undergraduate student nurses.

By participating in the project you will contribute to the awareness of teaching strategies that can support the development of this essential skill. New understandings that emerge could enhance nursing education practice at an individual and service level.

Research Process

Research will be based around a semi-structured interview. The interview will last 30-40min and will be held at a convenient time for you. It is likely to be at the beginning of July.

The general line of questions includes:

The line of questions will be:

- What strategies do you currently use to teach reflective writing?
- In your experience, do students perform as well in reflective writing in nurse education as we would like? Why or why not?
- What are barriers to their learning reflective writing?
- What strategies could we employ to help them to improve their writing?

In the event that the line of questioning does develop in such a way that you feel hesitant or uncomfortable you are reminded of your right to decline to

answer any particular question(s) and also that you may withdraw from the project at any stage without any disadvantage to yourself of any kind.

Should you agree to participate you need to be aware that interviews will be recorded on audio-tape. I will facilitate the interview and I will be the only person transcribing the interviews. I anticipate that the transcribing will be completed within two weeks after which time I will begin the thematic analysis of the data. At the completion of the thematic analysis I will send you a copy of the themes that were discussed for your verification. I will send a report of my findings to all the participants on completion of my thesis. I anticipate presenting the findings as coursework, which will be available in the University of Otago Library (Dunedin, New Zealand).

Sharing of information

Your personal details and demographics will **not** be requested or recorded. Your participation will be anonymous to other colleagues. It is also important to maintain confidentiality of students. If there are any teaching examples to be discussed, we will ensure student's details are not included.

Data will be stored on a password secure USB stick, within a locked facility. According to University policy data needs to be retained for 5 years, however audiotapes once transcribed will be destroyed. The only other person viewing data is my supervisor.

Refusal and withdrawal

You can refuse to participate without prejudice or consequence. You can withdraw from the project at any point.

You will be provided with refreshments during the interview. If you incur any travel or childcare cost you will be reimbursed.

If you have any questions about our project, either now or in the future, please feel free to contact either:-

Researcher

Rebecca McDiarmid
School of Nursing
Centre Otago Polytechnic
021 2677950
rebeccam@op.ac.nz

Supervisor

Clinton Golding
Higher Education Development
Otago University
470 4682
clinton.golding@otago.ac.nz

This study has been approved by the University of Otago Human Ethics Committee. If you have any concerns about the ethical conduct of the research you may contact the Committee through the Human Ethics Committee Administrator (ph +643 479 8256 or email gary.witte@otago.ac.nz). Any issues you raise will be treated in confidence and investigated and you will be informed of the outcome.

Reference Number:

Date:

Exploring the Teaching Strategies to Improve Reflective Writing in Undergraduate Nursing Education

CONSENT FORM **FOR PARTICIPANTS**

I have read the Information Sheet concerning this project and understand what it is about. All my questions have been answered to my satisfaction. I understand that I am free to request further information at any stage.

I know that:-

1. My participation in the project is entirely voluntary;
2. I am free to withdraw from the project at any time without any disadvantage;
3. Personal identifying information [audio recordings] will be destroyed at the conclusion of the project but any raw data on which the results of the project depend will be retained in secure storage for at least five years.
4. This project involves a semi structured questioning technique. The general line of questioning includes:
 - What strategies do you currently use to teach reflective writing?
 - In your experience, do students perform as well in reflective writing in nurse education as we would like? Why or why not?
 - What are barriers to their learning reflective writing?
 - What strategies could we employ to help them to improve their writing?

In the event that the line of questioning develops in such a way that I feel hesitant or uncomfortable I may decline to answer any particular question(s) and/or may withdraw from the project without any disadvantage of any kind.

5. The results of the project may be published and will be available in the University of Otago Library (Dunedin, New Zealand). My personal details will not be recorded or publicised at any time.

I agree to take part in this project.

.....
(Signature of participant)

.....
(Date)

.....
(Printed Name)

This study has been approved by the University of Otago Human Ethics Committee. If you have any concerns about the ethical conduct of the research you may contact the Committee through the Human Ethics Committee Administrator (ph +643 479 8256 or email gary.witte@otago.ac.nz). Any issues you raise will be treated in confidence and investigated and you will be informed of the outcome.

