Answer Guidance

# Chapter 3: Reflection and evidence-based practice

## Activity answer guidance

### Activity 3.1

What evidence will you use to inform your own practice?

Think about the practice-based experiences you have had so far and give examples of evidence that you used to make decisions about patient care in each of the following categories:

 observation

 reflection

 patient experience

 theory/research.

#### Answer guidance:

 Own views

 Reflection

 Guidance from recognised authorities

 Department of Health (DH), National Institute for Health and Clinical Excellence (NICE), World Health Organisation (WHO)

 Guidance from professional organisations

 Nursing and Midwifery Council (NMC), Royal College of Nursing (RCN)

 News and media

 The BBC, The Times newspaper

 Information websites

 Wikipedia

 Expert views

 Journals

 Peer-reviewed, research-based

 Non-peer reviewed, based on opinion

 Books

 Blogs

### Activity 3.2

Some types of evidence are considered to be more trustworthy than others. Make a list of the sources of evidence you have used in previous academic work. Now rearrange this list, so that those you think most trustworthy are at the top and the least trustworthy are at the bottom.

#### Answer guidance:

1. Journals

 Peer-reviewed, research-based

2. Guidance from recognised authorities or professional organisations

3. Books

 Research-based

4. Journals, books, expert views, reflection

 Nonpeer-reviewed, based on opinion

5. News and media, Information websites, Blogs, Own views

*Journals and books can be based on either research evidence and subjected to extensive review by a group of knowledgeable experts, or the personal opinion of the author and not reviewed. This has a huge impact on their trustworthiness.*

*Journals are likely to be more up-to-date, as it takes only a matter of months for a journal article to be published. Books take considerably longer than this.*

*Guidance from recognised authorities and professional organisations is likely to be based upon research, so should be a trustworthy source, but you will need to ensure this is the case.*

*Expert views, news and media, blogs, and your own views all have a similar problem. They are based upon the perspective of only one or maybe a few individuals. This means that they may be anecdotal, based on hearsay or myth. While what they say might be very relevant, you will need to confirm this with a more reliable source.*

*Information websites, such as Wikipedia, are very convenient and easy to use. However, there is one big problem, which is that anyone may add information anonymously to such sites. This means it is possible that the information is incorrect. While peer-reviewing systems may exist with these types of sources, they may not be sufficiently robust to ensure information is trustworthy.*

### Activity 3.3

Which type of research methodology—qualitative, quantitative, or mixed methods—would be best?

1. How many jelly babies can a nursing student eat before they are sick?

2. What challenges do student nurses experience in their first practice placement?

3. Does the public think nurses should wear hats?

4. What do nursing students enjoy most in the first year of their course?

#### Answer guidance:

1. *Quantitative research (an answer is a number)*

*2. Qualitative (because this question can only be answered by asking student nurses about their experiences and recording their answers in words)*

*3. Quantitative (yes/no answer)*

*4. This question could be answered using qualitative research (focus on experiences of nursing students captured by asking them this question in an interview and recording the answers in words) or quantitative research (nursing students could be given a list of experiences (items) encountered in the first year of their course and asked to tick which ones they enjoyed most, which would be recorded as the number of ticks per item) or using a mixture of both (mixed methods)*

### Activity 3.4

Using the “What? So what? Now what?” model (Borton, 1970), reflect on an experience you have had in the past week:

• What happened?

• So what were the key issues involved and how/why did they influence what happened?

• Now what were the actions you decided you needed to take as a result of your reflection and how are you going to carry these out?

#### Answer guidance:

*Here is an example of how you might use Borton’s (1970) model to reflect on a clinical placement experience. The example given here is around leadership skills, but you can reflect on anything you like including your theoretical learning:*

***What? Here you reflect on the situation and what happened:***

*In accordance with the Nursing and Midwifery Council (NMC) (2015) Code, I will maintain confidentiality and protect the identity of any persons involved. Over the course of my placement, I have observed a number of different types of leadership and management. I have also observed how each type of leadership depending on who is the nurse in charge for the day can have an effect on team morale and the overall atmosphere of the shift. I have also noticed that different forms of leadership can work just as effectively dependent on the assertiveness and tone of the delivery.*

***So What? Here you can link your experience to the relevant theory to support your discussion:***

*Effective leadership in healthcare, particularly in clinical settings, is needed to influence the care of individual patients and the performance of diverse clinical teams (Hargett et al., 2017). Therefore, it is important to identify suitable models of leadership to achieve the best possible patient safety and experience as well as healthy work environments (Alilyyani, Wong, & Cummings, 2018). Giltinane (2013) argues that It is useful for healthcare* *professionals to be able to identify different leadership styles relevant to their nursing practice and that recognising these styles it enables nurses and other healthcare practitioners to become better leaders and work to improve both therapeutic and professional relationships. Leadership models such as transformational leadership, as they use captivating, charismatic, inspirational attitudes to lead appeal to me, along with compassionate leadership. Both use effective communication to relate to their audiences and maintain positive attitudes which observably rub off on members of staff which in turn allows for excellent patient care. These styles require a balanced approach as they can both have the potential to have a strain on the emotional well-being of the leader and over time they can be burnt out (Lo, McKimm, & Till, 2018).*

***Now What? Here you discuss what you have learned and how you will move forwards. What might you do differently and what might you do the same? How you can continue to develop and progress?***

*The NHS Leadership Academy (2013) explains that compassionate leaders promote teamwork and instil pride by valuing individuals’ contributions and ideas. This, in turn, creates a positive atmosphere of staff engagement, where attention to detail, compassionate care, and mutual respect are desirable behaviours reinforced by all team members. As someone that aspires to be an inspirational, compassionate future leader I feel I have a lot to learn from the leaders I am surrounded by currently. Ultimately compassionate leadership can have positive impacts on staff and therefore patients. As we strive to show commitment to a high quality of care, now this seems more important than ever as we work through the pandemic. Being able to learn from great role models is invaluable, I will continue to glean from those that I aspire to be like when I qualify as I wish to be the role model new student nurses look up to as I have looked to my mentors now. I will continue to look for further learning and development opportunities once I move to my new job for my own personal development.*

***References- make sure you include at least 2–3 references to support your discussion and ensure it is evidence-based:***

*Alilyyani, B., Wong, C. A., & Cummings, G. (2018). Antecedents, mediators, and outcomes of authentic leadership in healthcare: A systematic review. International Journal of Nursing Studies, 83, 34–64. doi:https://doi.org/10.1016/j.ijnurstu.2018.04.001*

*Giltinane C. L. (2013). Leadership styles and theories. Nursing standard (Royal College of Nursing (Great Britain): 1987), 27(41), 35–39.* [*https://doi.org/10.7748/ns2013.06.27.41.35.e7565*](https://doi.org/10.7748/ns2013.06.27.41.35.e7565)

*Hargett, C. W., Doty, J. P., Hauck, J. N., Webb, A. M., Cook, S. H., Tsipis, N. E., . . . Taylor, D. C. (2017). Developing a model for effective leadership in healthcare: A concept mapping approach. Journal of Healthcare Leadership, 9, 69–78. doi:10.2147/JHL.S141664*

*Lo, D., McKimm, J., & Till, A. (2018). Transformational leadership: Is this still relevant to clinical leaders? British Journal of Hospital Medicine, 79(6), 344–347. doi:10.12968/hmed.2018.79.6.344*

*NHS Leadership Academy. (2013). Healthcare leadership model. Retrieved from*[*https://www.leadershipacademy.nhs.uk/wp-content/uploads/2014/10/NHSLeadership-LeadershipModel-colour.pdf*](https://www.leadershipacademy.nhs.uk/wp-content/uploads/2014/10/NHSLeadership-LeadershipModel-colour.pdf)

*Nursing and Midwifery Council (NMC) (2015). The Code: Professional Standards of Practice and Behaviour for Nurses and Midwives. London: NMC.*

*Williams, K. (2012). In Williams M., Spiro J. (Eds.), Reflective writing. Basingstoke: Palgrave Macmillan*

## Case study answer guidance

### Case study 3.1: Alex

Alex had intended to start work on her nursing care study in good time but ended up leaving it rather late. She found some relevant material on various websites, and then cut and pasted this into her essay. She intended to go back and put this material into her own words, discuss and apply it in the light of her chosen patient and tidy up the references. But the submission deadline loomed and she handed it in as it was.

 Why is this poor academic practice?

 How would a marker detect that there was a problem with Alex’s work?

 What can Alex do to improve the quality of her work and avoid the risk of being accused of plagiarism a second time?

If a student is found to have plagiarised or colluded, the penalty is likely to depend on the nature and degree of the problem and the experience and intention of the student. In the case of some muddled referencing with an inexperienced student where there is no evidence of intent to deceive, the student may be given guidance and an opportunity to rectify the problem, but the most serious cases may jeopardise a student’s place on the course.

#### Answer guidance:

*This is poor academic practice because:*

 *Using someone else’s writing (e.g., found on the internet or in a book, copying a fellow student’s work, or using an essay-writing service) without referencing it makes it appear that you are trying to cheat—to pass their writing off as your own. This is against all Universities’ rules.*

 *Good academic writing should use the evidence to support the points/arguments you are making, rather than being used to make the point itself.*

 *Using the internet to source evidence for academic work means you are much more likely to find poor-quality sources of evidence that do not provide a credible, balanced, and comprehensive perspective on the issue in question.*

 *If you cut and paste someone else’s writing then you are just demonstrating that you have found that information, not that you understand it or can apply it to the aim of your assignment. This is also the case with using a lot of direct quotes, but in this case, it would not appear that you are trying to pass it off as your own work as you provide a reference. In either case, you will not achieve the depth and critical analysis in your work to achieve a good mark.*

 *A good assignment requires time spent planning the structure and content of the work at the start, to ensure the assignment aim is achieved and to make the writing easy and logical to read. Cutting and pasting someone else’s work and trying to make it fit with your assignment aim means this logical flow is lost and that you may not address all the marking criteria.*

How would a marker detect that there was a problem with Alex’s work?

*All students have a writing style, which is very clear to the person marking the work. Marking a lot of assignments on the same subject/question makes the marker very sensitive to recognising each student’s personal writing style, that is, the way in which the student uses language and constructs sentences and paragraphs. When a student ‘lifts’ work from someone else and places it in their own work, it is very obvious because the style of writing suddenly changes. It is this change that makes most markers initially question if a student has plagiarised.*

What can Alex do to improve the quality of her work and avoid the risk of being accused of plagiarism a second time?

 *Alex should avoid cutting and pasting text directly into her assignment, but rather read the text, make notes on the most salient points in her own words and then use these points to support her writing (making sure she provides a reference to the original source) as she highlights the important issues to consider in addressing the assignment aim.*

 *Alex should avoid using the internet to source general evidence for academic work, but try to use more credible and trustworthy sources of evidence, such as databases of evidence or other sources provided by her University library.*

 *Alex should make a habit of keeping a careful note of the sources of evidence she uses even when just making notes to inform her assignment, as this will remind her that the ideas she has made notes on are not her own.*

 *Alex could start by devising and working on a study plan that ensures she allows sufficient time to prepare for her academic work. This would involve planning the structure and content of the work, and then adding bullet points of ideas (referenced) drawn from the notes she has made from the evidence, to build a comprehensive and* *detailed essay plan. In this way, she will be forced to weave these ideas into her work using her own words, as she will not have perfect sentences to work with, and to make her own connections between sources of evidence and her developing argument. In the end, this will make her writing more analytical, logical, and easier to read.*

 *Alex could use a publication such as ‘Cite them Right’ (Pears & Shields, Palgrave Macmillan, 2016) and/or guidance and resources provided by her Higher Education Institution to build academic understanding, skills, and confidence.*