

**NURS N9031: Transforming Professional Practice
Through Reflection**

Module Details	
Module Code:	NURS N9031
Full Title:	Transforming Professional Practice Through Reflection APPROVED
Valid From::	Semester 1 - 2021/22 (September 2021)
Language of Instruction:	English
Duration:	1 Semester
Credits::	10
Module Owner::	<ul style="list-style-type: none">• Geraldine O'Connor• Myles Hackett
Departments:	Nursing Midwifery & Early Years
Module Description:	This module aims to facilitate the development of the learner as a critically reflective practitioner. Through the process of critical emancipatory reflection, learners will be enabled to critically explore and challenge traditional assumptions relating to practice. Consequently it is envisaged that learners will transform their professional practice. Furthermore learners will be equipped with the skills and knowledge to enable on-going reflection on practice.

Module Learning Outcome	
On successful completion of this module the learner will be able to:	
#	Module Learning Outcome Description
MLO1	Demonstrate the skill of critical emancipatory reflection, through the medium of reflective writing and discussion.
MLO2	Develop critical awareness and independent perspectives on contemporary national and global issues impacting on practice
MLO3	Critically analyse and debate socio-cultural, economic, political, religious, and historical issues that impact on practice.
MLO4	Articulate transformational learning in the context of personal and professional development.
MLO5	Synthesise and integrate knowledge from various domains, demonstrating a breadth and depth of knowledge within disciplines.
Pre-requisite learning	
Module Recommendations <i>This is prior learning (or a practical skill) that is strongly recommended before enrolment in this module. You may enrol in this module if you have not acquired the recommended learning but you will have considerable difficulty in passing (i.e. achieving the learning outcomes of) the module. While the prior learning is expressed as named DkIT module(s) it also allows for learning (in another module or modules) which is equivalent to the learning specified in the named module(s).</i>	
No recommendations listed	

Module Indicative Content	
Critical emancipatory reflection Theoretical underpinnings of the concept of reflection Theoretical frameworks/ Models/ Cycles for reflection Critical emancipatory reflection/ transformational learning through reflection; The process of reflective writing	
Reflexivity Identification of own values, beliefs, assumptions, strengths, limitations and challenges in practice Critical awareness of the impact of the wider contextual environment on practice; Critical awareness of theoretical underpinnings of socialisation theory/ processes that inform practice; Critical awareness of the professionalization of nursing	
Module Assessment	
Assessment Breakdown	%
Course Work	100.00%
Module Special Regulation	

Assessments

Part Time On Campus			
Course Work			
Assessment Type	Continuous Assessment	% of Total Mark	30
Marks Out Of	100	Pass Mark	40
Timing	n/a	Learning Outcome	1,2,3,4,5
Duration in minutes	0		
Assessment Description Seminar; Learners are required to engage in a seminar presentation that will form the basis for their written assignment. The seminar presentation will be a catalyst to facilitate learners to critically explore a discipline/practice issue and expose it to the insights and understandings of their peers. As the director of this learning experience, the learner will guide the seminar discussion with questions that ask their peers to make connections between the chosen issue and their own experience, thus enabling new insights and learning integration.			
Assessment Type	Essay	% of Total Mark	70
Marks Out Of	100	Pass Mark	40
Timing	n/a	Learning Outcome	1,2,3,4,5
Duration in minutes	0		
Assessment Description 2500 word assignment; Through the process of critical emancipatory reflection and the medium of reflective writing, learners are required to critically reflect on a significant discipline/practice issue, clearly demonstrating the development of new independent perspectives that will inform/transform future practice/service provision.			
No Project			
No Practical			
No Final Examination			
Reassessment Requirement			
A repeat examination Reassessment of this module will consist of a repeat examination. It is possible that there will also be a requirement to be reassessed in a coursework element.			

Module Workload

This module has no Full Time On Campus workload.

Workload: Part Time On Campus

Workload Type	Contact Type	Workload Description	Frequency	Average Weekly Learner Workload	Hours
Lecture	Contact	Keynote lectures to facilitate understanding of the theoretical principles underpinning critical emancipatory reflection	Once per semester	1.60	24
Tutorial	Contact	Learners will be facilitated with in-class group tutorials wherein the application of the process of critical emancipatory reflection and reflective writing at MSc level will be explored.	Once per semester	0.40	6
Practical	Contact	Student-led workshops wherein the learner facilitates a reflective practice session with their peers relating to their practice issue.	Once per semester	0.40	6
				Total Weekly Learner Workload	2.40
				Total Weekly Contact Hours	2.40

Module Resources

Recommended Book Resources

Fook, J. and Gardner, F.. (2007), Practising Critical Reflection: A Resource Handbook, Open University Press, [ISBN: 9780335522].
White, Sue,Fook, Jan,Gardner, Fiona. (2006), Critical Reflection In Health And Social Care, McGraw-Hill Education (UK), p.273, [ISBN: 0335218784].
Jennifer A. Moon. (2004), A Handbook of Reflective and Experiential Learning, Psychology Press, p.252, [ISBN: 0415335167].

Supplementary Book Resources

Bairbre Redmond. (2006), Reflection in Action, Ashgate Publishing, Ltd., p.163, [ISBN: 0754649555].
Brookfield,Jack Mezirow,Candy. (1990), Fostering Critical Reflection in Adulthood, Jossey-Bass, p.388, [ISBN: 1555422071].
Neil Thompson,Sue Thompson. (2008), The Critically Reflective Practitioner, Palgrave, p.200, [ISBN: 0230573185].
Gary Rolfe,Dawn Freshwater,Melanie Jasper. (2001), Critical Reflection for Nursing and the Helping Professions, Palgrave MacMillan, p.194, [ISBN: 0333777956].
Donald A. Schön. (1991), The Reflective Practitioner, Routledge, p.374, [ISBN: 1857423194].
Gillie Bolton. (2010), Reflective Practice, SAGE Publications, p.279, [ISBN: 184860212X].
Taylor, Beverley. (2010), Reflective Practice For Healthcare Professionals, McGraw-Hill Education (UK), p.228, [ISBN: 0335238351].
Christopher Johns. (2009), Becoming a Reflective Practitioner, John Wiley & Sons, p.360, [ISBN: 1405185678].
Ghaye, T.. (2010), Teaching and Learning Through Reflective Practice: A Practical Guide for Positive Action, Routledge, [ISBN: 0415570956].
World Health Organisation. (2010), Framework for Action on Interprofessional Education and Collaboration.
Laura Béres,Jan Fook. Learning Critical Reflection, [ISBN: 1138491306].

This module does not have any article/paper resources

Other Resources

Journal, .: Reflective Practice: International and Multidisciplinary Perspectives:.
Journal, Journal of Interprofessional Care:.
Journal, The Journal of Interprofessional Care.
Journal, The Journal of Management Education.
Journal, International Practice Development Journal.
Journal, Nursing Philosophy.
Journal, Management Learning.
Journal, Journal of Advanced Nursing.
Journal, Journal of Clinical Nursing.
Website, World Health Organisation. <https://www.who.int/>.