## Book Review - Book Review Review Review - Book Book Review Review Book Review -Review

## REFLECTIVE PRACTICE IN NURSING. THE GROWTH OF THE PROFESSIONAL PRACTITIONER.

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The book was first published in 1994 and reprinted in 1994, 1995 (twice) and 1996 (twice). It was produced at the right time when it was needed by nurse educators and nurse practitioners, faced with the world-wide criticism of the theory-practice gap. The book attempts to demonstrate the important link between the theory and practice of reflection. This is achieved through the exploration of issues that underpin its use, and the analysis of numerous examples, which serve to illustrate the various issues and processes involved. It serves to empower nurses so that they become fully cognisant of their own knowledge and actions. Reflection in the context of nurse education, contains boundless opportunities for the profession to develop the competent, self-aware, analytical and confident clinical nurse practitioner of the future.

The book is organised around nine chapters. The authors do not expect that nurses reading this book will have prior knowledge of either the concept of reflection or the experience of having used reflection in clinical practice, hence a number of the chapters in the book are used as an introduction.

The authors' motivation to write the book came from a strongly held belief that what we as nurses have achieved thus far with the concept of reflective practice, needs to be shared and explored with a wider nursing audience. I would suggest that nurses use this valuable source to enrich their clinical learning.

Chapter one presents reflection with a practice-led curriculum where key issues such as the nature of professional education, the nature of reflection, features of a practicum, designing a curriculum for professional education, teaching, learning and assessment are dealt with. In developing a competent practitioner who can respond to changing needs in the world of practice, the authors maintain that reflection has been demonstrated to be a key tool for learning in practice situations.

With chapter two, the reader will find a discussion of assessing learning from the reflective process. Both the process and the outcome of learning from reflection, are to be assessed. The outcome is in the form of competencies. A key factor to determine the success of assessing learning is the mentor, however, preparation and support of mentors in assuming an effective role of mentorship, is vital.

Chapters 3,4,6 & 7 are intended as a presentation of the perspective of the mentor's personal experience in promoting reflection in practice situation. A description of the reflective mentor, strategies to promote reflection, supporting, challenging, providing vision, the mentor's needs and the necessary preparation, is made.

In a similar pattern, chapter four presents the student's perspective on reflection from first level pre-registration, where reflection is perceived as disturbing, boring and arduous, to a senior level, where reflection leads to the ability of the student to facilitate self-directed learning, identify own learning needs and be in control of their own learning.

Chapter 5 deals with theories of reflection for learning. The authors put emphasis on learning from reflections on experience rather than theories or studying the literature.

Chapter eight identifies the techniques intended to enable practitioners to reflect on their professional work experience in order to become increasingly effective.

Chapter nine provides the reader with a description of examples of reflection, to motivate and guide nurses into trying out reflection as a learning tool.

The value of this book lies in its demonstration of the potential of critical reflection and action, for both learners and professional practitioners, to challenge the existing order. This is achieved through an understanding of factors which have an impact beyond and outside their immediate situations. This book will empower nurses to become reflective, critical and analytical thinkers and enable them to challenge clinical situations.

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