



Development of a Reflective Practice Guideline (C-E-R-M-I-N) for Nursing Students in the Malay Language

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ABSTRACT

Reflective practice is an integral aspect of nursing education and professional development. However, there is a lack of reflective practice guidelines available in Malay that Malaysian nursing students can effectively utilise. This study aimed to address the gap by developing a reflective practice guideline specifically tailored for nursing students in the Malay language to enhance their learning experience. This study's method involved reviewing existing reflective learning models, adapting the terminologies into the Malay language, and selecting appropriate words for each stage of reflection. To ensure face validity, a discussion was held with subject matter experts, who provided valuable insights and recommendations for further refinement of the guideline. The developed reflective practice guideline was named C-E-R-M-I-N, which stands for *C-cerita* (describe), *E-emosi* (emotion), *R-rasional* (rationale), *M-mengambil iktibar/inisiatif* (drawing lessons/initiative), and *N-nomborkan mengikut prioriti* (number according to priority). The C-E-R-M-I-N reflective practice guideline is designed to benefit nursing students, particularly those who use Malay as their main communication language. C-E-R-M-I-N provides a framework in their native language that eases comprehension and memory. Future work on the guideline could focus on its impact on nursing students' reflective skills, critical thinking skills, and overall professional growth.

Keywords: reflective practice, nursing education, Malay language

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1 INTRODUCTION

Reflection is a cornerstone in health and social care, particularly within education and nursing practice. Boud et al. (2013) defined reflection as the cognitive processing and affective engagement activities that focus on exploring experiences and allow individuals to construct a new form of understanding. Chong (2009) reported that the Diploma in Nursing program students voted positively on implementing reflective practice since they were in year 1. Notably, reflective practice assumes paramount importance in nursing for multifaceted reasons. Foremost, it catalyses nurturing critical thinking abilities, encouraging nurses to dissect their own experiences and actions (Barchard, 2022). By delving into past scenarios, nurses can pinpoint effective strategies and areas meriting refinement, fostering professional advancement and evolving more efficacious patient care approaches.

Equally pivotal, reflective practice is an avenue for nurturing self-awareness among nursing professionals (Wagner, 2002). This introspective journey allows them to traverse their emotional landscape, scrutinise their convictions, and align their values with their nursing practice. Such self-awareness proves instrumental in unearthing personal biases, honing strengths, and pinpointing areas needing refinement. Consequently, nurses become better equipped to deliver care that revolves around the patient's needs and uphold the highest standards of professional conduct.

2 LITERATURE REVIEW

The reflective practice approach in teaching and learning is amongst the growing approaches for student learning engagement, insight development, perspective taking, and demonstration of the content learned (Mettinen, 2000). The approach is also practised in nursing, where they found positive impacts in decreasing anxiety and stress and empowering learning, self-awareness, and competency (Contreras et al., 2020). Furthermore, when doing reflective practice activities, nursing students also reported that they have room to express their emotions, feelings, and thoughts, are more mindful, and can regulate themselves during the clinical environment phase (Abolghasem et al., 2020).

Reflective models play a central role in structuring and enhancing the process of reflection across various fields. One prominent model is Gibbs' (1988) Reflective Cycle, which guides individuals through six stages of reflection, covering description, feelings, evaluation, analysis, conclusion, and action planning. Similarly, Kolb's (1984) Experiential Learning Cycle emphasises learning through experiences and incorporates concrete experience, reflective observation, abstract conceptualisation, and active experimentation. Schön's (1983) Reflective Practitioner Model underscores the importance of reflection in professional practice, differentiating between "reflection-in-action" and "reflection-on-action." Similarly, Brookfield's (1995) Lenses of Reflection Model encourages multifaceted perspectives on reflection, such as autobiographical, learners', colleagues', and theoretical viewpoints. Johns' (1994) Model of Structured Reflection advocates a three-phase approach involving description, reflection, and action.

The Gibbs Reflective Cycle (Gibbs, 1988) is a widely used framework for structured reflection, often employed in educational and professional contexts, particularly within healthcare and education. The model offers a systematic approach to examining experiences, learning from them, and applying insights to enhance future actions. The Gibbs Reflective Cycle comprises six key stages, each of which guides the individual through a comprehensive process of reflection:

- **Description:** This stage involves outlining the specific event or experience you are reflecting upon. It is crucial to provide context, details, and a clear account of what happened.
- **Feelings:** Here, one delves into personal emotions and reactions during the event, involving thinking about how one felt when the significant event happened and whether there were any powerful emotions or unexpected reactions generated from the experience.
- **Evaluation:** In this phase, one assesses his or her experience. This involves the questions "What went well?" and "What could have been better?" This stage encourages critical analysis of both positive and negative aspects.
- **Analysis:** Moving beyond evaluation, this stage prompts one to analyse the situation more deeply. One would have to consider the underlying factors, reasons, and implications for oneself and others involved.
- **Conclusion:** Reflected on what was learnt from the significant event or experience, one would question his or herself with questions like, "What insights have you gained?" and "How has this experience contributed to your learning or personal growth?"
- **Action Plan:** Based on an individual's reflection, identifying specific actions or changes that can be implemented in the future aids in focusing on what can be applied after one learns from that experience.

This reflective practice model is frequently utilised in various fields, including nursing, healthcare, education, and social work, to promote critical thinking, self-awareness, and professional development among practitioners. Despite the significance of this model, literature in the Malay language appears to lack comprehensive resources on such models. The absence of such models in one's native language potentially impedes the depth of reflection achievable. The effectiveness of reflective practice is intricately tied to comprehending the underlying structured model or framework in the native language. This gap poses a challenge for Malay-speaking individuals, potentially limiting their engagement with the model for effective reflective practice. Addressing this gap through translation and adaptation efforts could empower Malay speakers to leverage reflective models to their fullest potential, promoting learning, critical thinking, and self-awareness. Therefore, this study aimed to develop a reflective practice guideline specifically tailored for nursing students in the Malay language to enhance their learning experience. The availability of the reflective guideline using the Malay language is hoped to enhance the reflective practice process, thereby promoting more nuanced insights and fostering a higher level of self-awareness among practitioners.

3 METHODOLOGY

3.1 Model design and development steps

Constructing a reflective practice guideline tailored to the Malay language involves a systematic approach to ensure its effectiveness and alignment with the cultural and linguistic nuances. This study employed a qualitative research design.

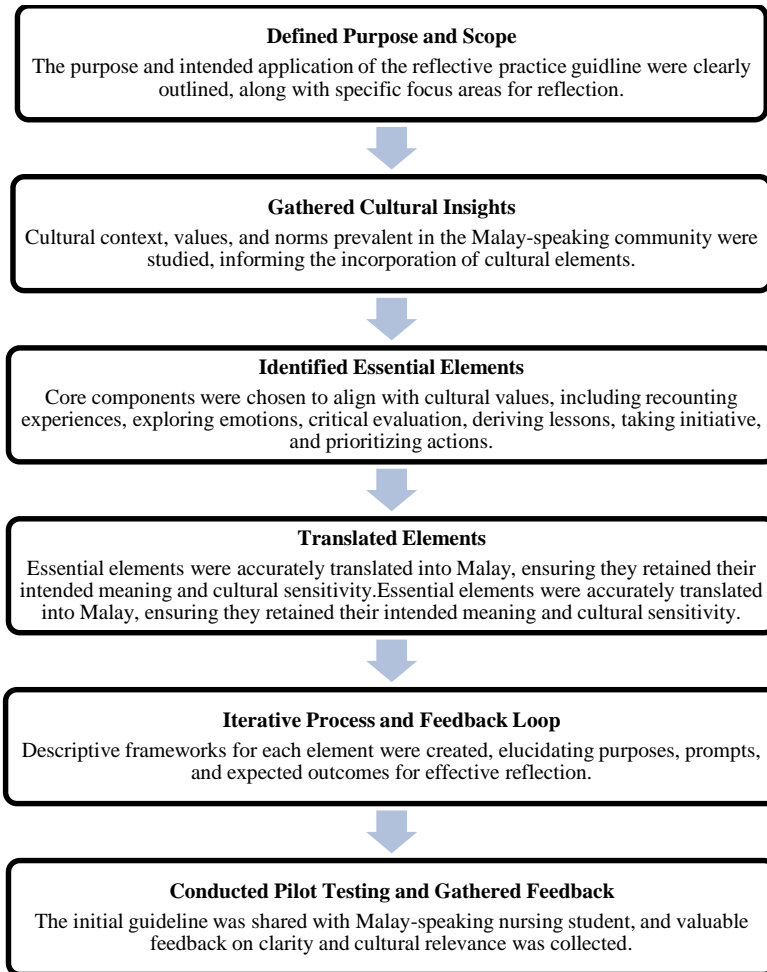


Figure 1. Development steps in C-E-R-M-I-N reflective practice guideline.

3.1.1 Define the purpose and scope

At this stage, the researchers set a clear purpose for this study: to have a practical guideline for reflective practice in Malay that Malaysian nursing students can benefit from. The guideline's scope is towards reviewing and adapting the existing model of reflective practice into Malay language terms.

3.1.2 Gather cultural insight

At this stage, the researchers explored the elements that support the value of developing reflective practice guidelines for Malaysian nursing students. On top of that, most available models and guidelines are narrated in English and are centred on Western culture. The principal author's (an academician in the nursing field) experience and interpersonal interaction with the nursing students found that students have potentially experienced difficulties in merging the reflective practice activity with the Western cultured models. Therefore, it is timely to develop proper guidelines in the Malay language.

3.1.3 Identify essential elements

This stage allowed the researchers to analyse the main elements needed in the new guideline, which is tailored to the context of reflective practice in the Malay language. The chosen elements have a straightforward narrative that is easy to digest in the form of cognitive, emotional, action, and implementation. All chosen stages in the reflective practice guideline are guided towards achieving the goal of reflective activity, which is having clear insight into what is needed to be done.

3.1.4 Translation process

In addition to consulting with a trained psychologist, we also sought the expertise of an English teacher whose mother tongue is Malay. This English teacher played a crucial role in the translation process by selecting the most suitable translations for Gibbs' model into Malay. Given his proficiency in English and Malay, the English teacher could accurately understand the nuances of Gibbs' model and identify the corresponding terms or phrases that best captured its essence. His expertise in language and understanding of cultural nuances ensured that the translations were accurate and culturally appropriate for the Malay-speaking audience (Efstathiou, 2019).

3.1.5 Iterative process and feedback loop

The iteration process was conducted to reflect and improve the guidelines about the context of nursing reflective practice. The iterative refinement process was initiated, with the experts' input as a guide. Their insights were crucial in ensuring the proposed C-E-R-M-I-N reflective practice guideline remained theoretically grounded and practically applicable in real-world nursing contexts. This iterative approach mirrored the Gibbs model's cyclical nature and the emerging C-E-R-M-I-N reflective practice guideline.

During the iteration process, the researchers took these few steps:

- Revising the expert panels' inputs.
- Adjusting the comments from the experts to match them with the guidelines.

- Referring to the existing model as a guideline for matching and adapting the stages of reflection.
- Formed a clear table of comparison between the Gibbs model and the proposed guideline.

3.2 Model description

With its mnemonic device and practical approach, the C-E-R-M-I-N reflective practice guideline allows nursing students to reflect from memory, making it useful in clinical settings. By encompassing six stages, it ensures a comprehensive reflective learning cycle. The guideline promotes applying theoretical knowledge into practice and enhances critical thinking skills. Its simplicity and ease of comprehension make it a valuable educational tool for nursing educators to cultivate reflective practice among students. Overall, the C-E-R-M-I-N reflective practice guideline empowers students to actively integrate reflective thinking into their professional development, fostering a culture of continuous learning in the nursing profession.

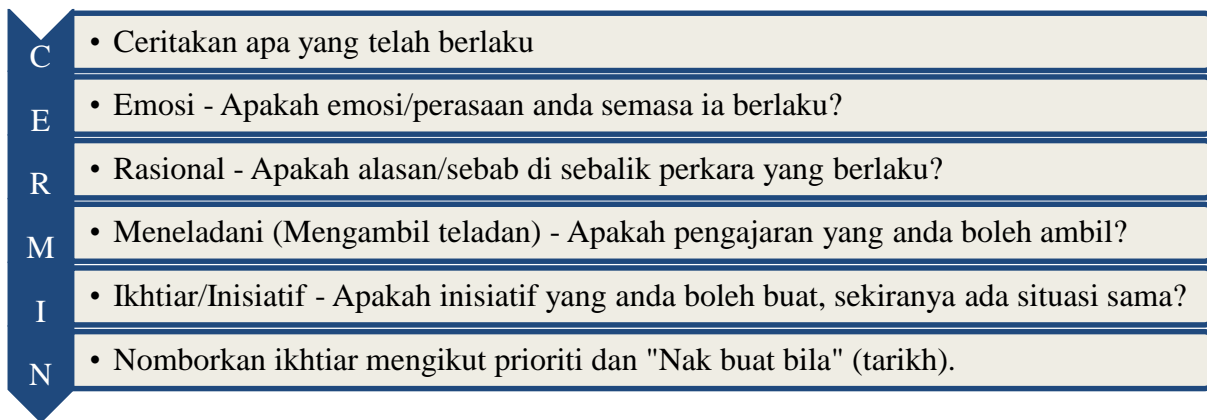


Figure 2. C-E-R-M-I-N reflective practice guideline.

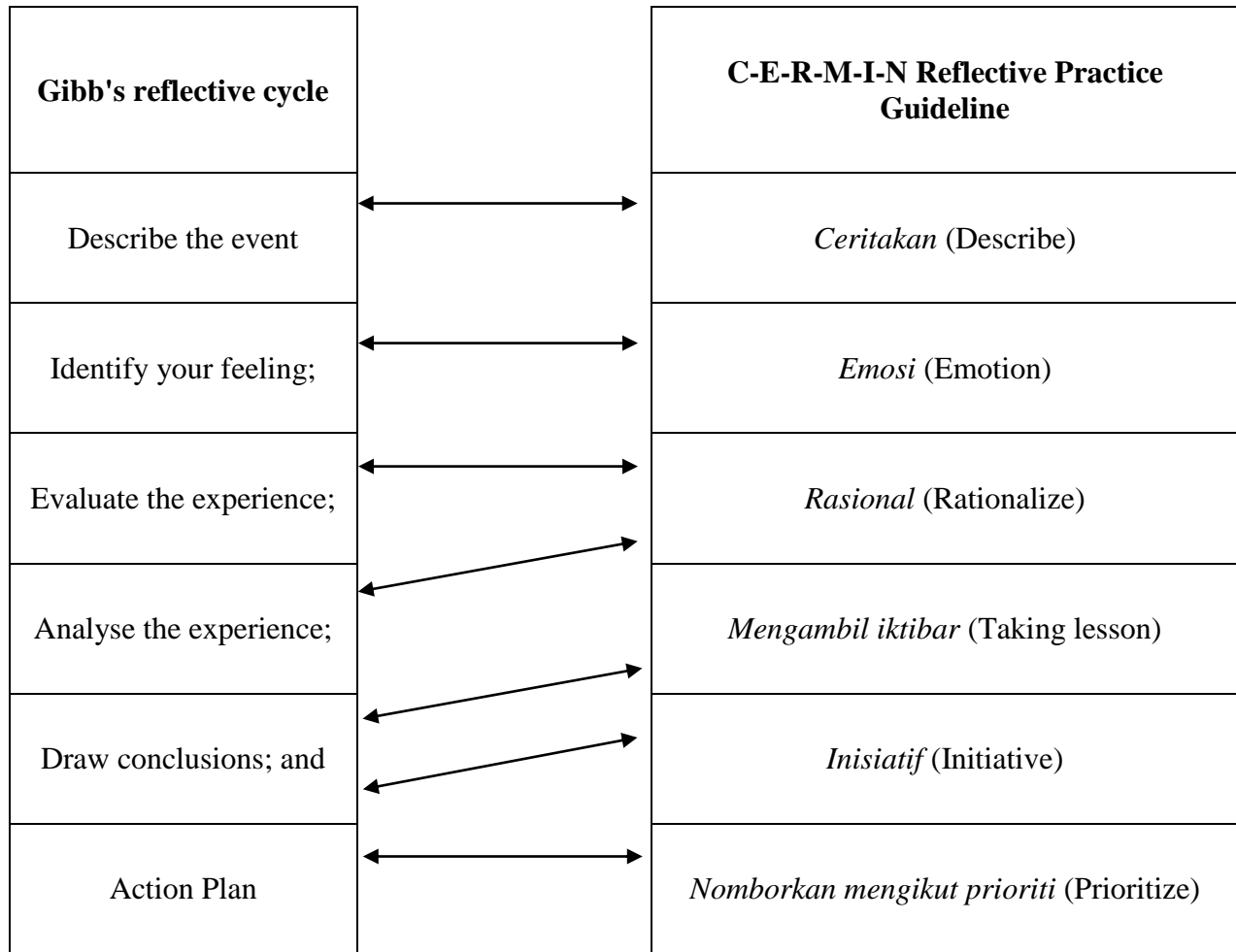


Figure 3. The Conceptual diagram shows the relationship between Gibbs's reflective cycle and the C-E-R-M-I-N reflective practice guideline.

4 VALIDATION AND EVALUATION

A validation process aimed at enhancing reflective practice guidelines by integrating principles from Gibbs's reflective model. The validation process engaged two experts in psychology and a nursing educator with substantial experience in reflective practice in nursing. Following this formulation, a pivotal validation meeting was scheduled. The primary focus of the meeting was the presentation of the proposed C-E-R-M-I-N reflective practice guideline, where its distinct components were introduced, informed by the cyclic nature of Gibbs' model. During the meeting, an interactive dialogue ensued, enabling the experts to share their insights, critiques, and suggestions regarding aligning the existing stages of Gibbs' model with the proposed C-E-R-M-I-N guideline. This exchange facilitated a thoughtful exploration of how incorporating C-E-R-M-I-

N elements could amplify the reflective process, mirroring the Gibbs model's emphasis on iterative learning and improvement.

Table 1. Expert panel evaluation on C-E-R-M-I-N reflective practice guideline.

Gibb's reflective cycle	C-E-R-M-I-N reflective practice guideline	Expert Panels Comments
Describe the event	<i>Ceritakan</i> (Describe)	<ul style="list-style-type: none"> This stage is equivalent to the "Description" stage in Gibbs' cycle. It involves recounting the experience or situation in detail.
Identify your feeling	<i>Emosi</i> (Emotion)	<ul style="list-style-type: none"> This stage corresponds to the "Feelings" stage in Gibbs' cycle. It focuses on exploring your emotions during the experience.
Evaluate the experience;	<i>Rasional</i> (Rationalize)	<ul style="list-style-type: none"> This is equivalent to the "Evaluation" and "Analysis" stages in Gibbs' cycle, as it involves critical examination and explanation. Gibbs' cycle explicitly includes an "Evaluation" stage, which involves a more balanced assessment of the experience's strengths and weaknesses.
Analyse the experience;	<i>Mengambil iktibar</i> (Taking lesson)	<ul style="list-style-type: none"> This stage is similar to the "Conclusion" stage in Gibbs' cycle. It involves deriving lessons and insights from the experience
Draw conclusions; and	<i>Inisiatif</i> (Initiative)	<ul style="list-style-type: none"> The "initiative stage" seems to align with the concept of an "Action Plan" or "Future Action" stage, where you outline concrete steps you intend to take based on the lessons learned from the experience.
Action Plan	<i>Nomborkan mengikut prioriti</i> (Number according to priority)	<ul style="list-style-type: none"> Gibbs' cycle emphasises the formulation of a specific "Action Plan" based on the lessons learned, which aligns with the "Taking Lesson" and "List Out the Initiatives" stages you have proposed

5 PILOT TEST

The practical applicability of the suggested reflective practice guideline has been validated through a pilot implementation involving one nursing student's case study. This hands-on experience provided valuable insights into the model's effectiveness and usability within real-world scenarios. Observing the model's impact on guiding the student through the reflective process and aiding them in deriving meaningful insights underscores its potential as a practical tool for enhancing reflective learning and elaborating on the application of the C-E-R-M-I-N reflection practice guideline in a clinical setting, using the case study of Hafiz, a first-year nursing student, and an incident that occurred in the hospital ward. Hafiz's nursing supervisor, Mr. Rashid, requested him to reflect on the incident using the C-E-R-M-I-N reflective practice guideline to extract valuable lessons from the experience.

5.1 First stage: C - Cerita

The first stage of the C-E-R-M-I-N reflective practice guideline, represented by the letter "C," stands for "cerita" or "describe" in English. Under the supervisor's guidance, Hafiz was encouraged to recount the incident in his own words. The supervisor allowed Hafiz to provide a detailed account of the events leading up to the incident, including the individuals involved, the specific actions that took place, and the timing of the occurrence. By focusing on the "cerita" stage, Hafiz was able to construct a comprehensive narrative that captured the full context of the incident. This stage allowed for a deeper exploration of the factors that contributed to the event and provided a foundation for subsequent stages of reflection within the C-E-R-M-I-N reflective practice guideline.

Through this process, Hafiz had the opportunity to reflect on his experiences, evaluate his actions and decisions, and identify areas for improvement. The "cerita" stage allowed Hafiz to articulate his thoughts and feelings, facilitating a more meaningful and introspective reflection. Overall, the utilisation of the C-E-R-M-I-N reflective model, beginning with the "cerita" stage, enables Hafiz and other nursing students to engage in a structured and focused reflection on their clinical experiences. This approach supports their professional growth and development by encouraging them to critically analyse their actions, identify areas for improvement, and learn valuable lessons from their experiences in the clinical setting.

Example

During the lunch break, I was approached by Dr. Yusuf, who publicly reprimanded me in front of the patient. The patient, visibly in pain, instinctively protected their pubic area. Dr. Yusuf questioned me about why the patient's urinary drainage tube had been unnecessarily clamped, causing distressing bladder overload despite the empty urinal bag. Dr. Yusuf expressed extreme anger towards me.

5.2 Second stage: E-Emosi

The next stage of the C-E-R-M-I-N reflection practice guideline, represented by the letter "E," stands for "emosi" or "emotion" in English. In this stage, the supervisor prompted the student to express his feelings about the event. The student was encouraged to describe the emotions he experienced, such as sadness, happiness, delight, surprise, fear, phobia, confusion, and annoyance. It was essential for the supervisor to validate the student's emotions during this process appropriately.

The supervisor created a supportive environment where the student felt comfortable expressing his emotional responses to the incident. By acknowledging and validating these emotions, the supervisor helped the student recognise the impact of his feelings on his actions and thoughts during the event. Validating the emotions also demonstrates empathy and understanding, fostering a sense of psychological safety for the student (Zhao et al., 2023). Through the "emosi" stage, the student gained insight into the emotional aspects of his experience, allowing for a more holistic reflection. Understanding his emotional responses can provide valuable information about his reactions and potential biases that may have influenced his behaviour during the incident.

The supervisor played a crucial role in creating a non-judgmental space for the student to explore his emotions openly. By doing so, the supervisor encouraged self-awareness and facilitated a deeper level of reflection that considers both the cognitive and affective dimensions of the student's experience. In summary, the "emosi" stage of the C-E-R-M-I-N reflection model invites a student to express his emotions related to the incident, enabling a comprehensive reflection on his subjective experiences. By validating these emotions, the supervisor fostered a supportive learning environment and encouraged self-awareness, allowing the student to gain valuable insights into the emotional dimensions of his actions and decisions.

Example

I experienced a mix of surprise, sadness, and fear in response to Dr. Yusuf's actions. I couldn't help but feel a sense of guilt for failing to provide proper care to the patient, realising that they must have endured significant pain for an extended period of time.

5.3 Third stage: R-Rasional

The subsequent stage of the C-E-R-M-I-N reflective practice guideline, denoted by the letter "R," represents "rasional" or "rational" in English. Following validating the student's emotions, the supervisor guided the student to explain why the incident occurred. During this stage, the student explained the main incident and any consequential events within the setting.

The supervisor prompted the student to critically analyse the factors and circumstances that contributed to the occurrence of the incident. The student was encouraged to identify and articulate the underlying causes, triggers, or influences that led to the event taking place. By engaging in this

rational reflection, the student understood the various elements that shaped the situation (Kim et al., 2015).

The "rasional" stage encouraged the student to think logically and analytically about the incident. It prompted the student to consider contextual factors, such as environmental conditions, communication breakdowns, human factors, or system failures, which may have contributed to the incident. By examining the reasons behind the event, the student developed a more comprehensive perspective and gained insights into potential areas for improvement.

Example

The urinary tube had been clamped since early morning as I intended to collect a urine sample for laboratory testing. Unfortunately, due to a staff shortage, I forgot to unclamp the tube. Additionally, I recall that when I finally remembered to unclamp it, the patient was not in their bed. I had been preoccupied with other duties until Dr. Yusuf discovered the situation.

5.4 Fourth stage: M-Mengambil iktibar

The "M" in the C-E-R-M-I-N practice guideline represents "mengambil teladan" or "meneladani" in Malay, which translates to "taking lessons" in English. During this stage, the supervisor guided the student in identifying the appropriate actions he could take to prevent a similar incident from occurring in the future. This stage holds significant importance as the student learns valuable lessons from the incident with a heightened awareness (Walker & Mann, 2016). The supervisor was crucial in improving the student's attitude during this stage.

The supervisor encouraged the student to reflect on the incident and consider alternative approaches or strategies that could have been employed to avoid or mitigate the situation. By exploring different courses of action, the student developed a deeper understanding of the choices he can make to ensure better outcomes in similar circumstances.

Example

Insufficient staffing can contribute to an increased risk of negligence. Therefore, it is crucial for me to maintain a heightened sense of vigilance and attentiveness when performing procedures. Additionally, it is essential to remind the patient to remain in bed when I am about to unclamp their urinary tube to prevent potential complications.

5.5 Fifth stage: I-Inisiatif

The letter "I" in the C-E-R-M-I-N reflective practice guideline corresponds to "inisiatif" or "initiative" in Malay, which translates to English as "initiative." This stage resembles the "action plan" stage in Gibbs' (1988) reflective model. During this stage, the student is encouraged to create

a list of actions to enhance his performance based on the lessons learned from the incident. The supervisor guided the student in identifying specific steps and strategies that can be implemented to improve his practice. The student reflected on the areas where he can enhance his knowledge, skills, and attitudes to prevent similar incidents and deliver better patient care. In this stage, the student demonstrated a proactive approach by taking responsibility for his learning and professional development. He generated practical and realistic ideas for implementing the lessons learned into future practice.

By formulating an initiative or action plan, the student could set clear goals and outline the necessary steps to achieve them. He considered resources, support systems, and timelines required to implement the initiatives effectively.

Example

I should establish a specific time to remind the patient about unclamping the urinal tube. It would be helpful to place a visible reminder note for myself to ensure that I do not forget important tasks. Moreover, I should take responsibility by apologising to the patient and verbally explaining the situation to the attending doctor.

5.6 Sixth stage: N-Nomborkan ikut prioriti

The letter "N" in the C-E-R-M-I-N reflective practice guideline represents "nomborkan ikut prioriti" or "nak buat bila?" in Malay, which can be understood as "prioritise by numbering" or "when to do it?" in English. This stage introduces time and prioritisation to the action plan, which is not explicitly included in Gibbs' (1988) reflective model. The student was prompted to figure out specific timelines or deadlines for implementing the listed action plan during this stage. The students became more focused and committed to actualising their plans by assigning dates or prioritising actions. The supervisor encouraged the student to consider the urgency and importance of each action item in the plan. The student may decide to allocate deadlines based on the nature of the action, available resources, and potential impact on patient care. By incorporating the element of time and prioritisation, the student achieved clarity and a sense of direction in implementing his action plan. It helped the student to organise his efforts, manage his time effectively, and stay accountable for his commitments.

This additional stage adds value as a level of structure and discipline to the reflective process. It ensures that the student moves beyond mere intentions and takes concrete steps towards achieving their desired outcomes. By setting deadlines and prioritising actions, the student will be more likely to follow through with his plan and experience meaningful growth and development in nursing practice.

Example

I need to prioritise and assign specific dates or times for the mentioned initiatives to be implemented. Firstly, I will apologise to the patient immediately and provide an explanation to the doctor. As part of good practice, I will dedicate some time today to educate the patient after important procedures. Additionally, I will purchase a small notebook tomorrow to help me keep reminders and stay organised.

6 DISCUSSION

The present development reflective practice guideline focuses on an analysis of a proposed reflective model, examining its alignment with Gibbs' reflective cycle and elucidating its potential contributions to the field of reflective practice. This research enlightens how the proposed guideline's stages correspond with the fundamental phases within Gibbs' framework and, subsequently, highlights the potential benefits of this alignment. The analysis revealed a striking alignment between the proposed reflective practice guideline and Gibbs' reflective cycle. While there were nuanced differences in terminology and emphasis, the core components of the proposed guideline corresponded cohesively with the stages outlined by Gibbs.

The alignment between the proposed reflective practice guideline and Gibbs' reflective cycle signifies a meticulous curation of a reflective progression that encapsulates critical stages such as description, emotional inquiry, analysis, conclusions, and strategic formulation. This alignment enhances the rigour and effectiveness of the reflective framework, solidifying its place within reflective practice.

The new reflective practice guideline, tailored explicitly to the Malay language, will encompass the essential elements of reflection, guiding students through a structured process of introspection and analysis. It will encourage them to recount their experiences (cerita), explore their emotions (emosi), critically evaluate their actions (rasional), draw meaningful lessons and take initiative (menggambil iktibar/inisiatif), and prioritise their initiatives (nomborkan inisiatif mengikut prioriti). By offering a framework that resonates with their cultural and linguistic background, students will be more likely to internalise and apply the stages in their professional development (Hemberg & Sved, 2019).

The simplicity and familiarity of the Malay language will enable students to comprehend better and memorise the reflective steps, allowing for seamless integration of reflective practice into their nursing education and future careers. Ultimately, developing a reflective practice guideline in Malay facilitates reflective thinking, enhances critical analysis, and encourages continuous improvement among nursing students. It is hoped that this guideline will contribute to the development of culturally relevant nursing education and practice in Malaysia, enabling students to deliver high-quality care while upholding their professional values and enhancing patient outcomes.

The research findings suggest that the proposed guideline has the potential to offer a structured and encompassing approach to reflective learning, enriching the reflective process by providing a coherent framework that corresponds with established theoretical foundations. Further empirical investigations could delve into the practical application and effectiveness of the proposed guideline in diverse contexts to ascertain its utility and contributions to reflective practice.

7 CONCLUSION

The C-E-R-M-I-N reflective practice guideline, with its easy-to-remember mnemonic, offers a streamlined and memorable approach to reflection. Its stages align with other reflective models, beginning with event description and encompassing cognitive and affective experiences. While many models conclude the cycle or stage of reflection with action planning, the final C-E-R-M-I-N guideline added specifying dates or times to provide a concrete reminder for execution. This added feature enhances the practicality and effectiveness of the guideline, ensuring that students and learners are more readily prompted to act based on their reflective insights.

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