

REFLECTION

by (Name)

Course

Professor

Institution

Location

Date

Reflection

The paper will reflect on practice experience discussed in a group clinical supervision. Discussions focus on the death of a patient in the clinical area, which a student nurse experienced. Experience also showed that professionals in the facility consider the professional code of conduct of midwifery and nursing council (2018) that always requires us to maintain the confidentiality of our patients. Therefore, names and places that will be mentioned in this writing will be fictitious characters. I aim to demonstrate my critical awareness of professional and leadership relevance in group clinical supervision. The group discussed the case from experience in a health facility in detail to help in the development of resilience in patients care. Besides, I will analyse in this essay how the group clinical supervision has facilitated my learning and helped me in developing leadership skills, reflexively through discussions of clinical experiences and others (student nurses and facilitator) thoughts and feelings towards issues being discussed in the group.

Reflection helps professionals to have a deep thought of what has happened in the past and make them realise their feelings, actions and learn from it by developing a new approach for improvement should a similar situation happen again (Allan et al., 2014). Previous studies showed that Reflection facilitates improvements in health professionals, especially student nurses, in improving their skills (Staun et al., 2010). As a student nurse, Reflection has helped me to realise my actions and reactions in practice and facilitate my improvements where necessary. Also, Reflection enhanced my self-awareness, assists in identifying my strengths and the areas to focus on for my development. Using a model in reflective writing helps me to structure and focus on the Reflection. (Beauchamp, 2015). Rolfe et al. (2001) provided a

reflective framework which consists of ‘‘What, Now what, and So what’’ will be used in structuring this Reflection.

What

The group clinical supervision is vital in improving the practices of professionals in healthcare facilities and improving the quality of care provided. Studies indicate that clinical supervisions enable students to develop nursing knowledge and competence to enhance the care provided to patients (Dehghani, Ghanavati, Soltan, Aghakhani and Haghpanah, 2016). Group clinical supervision ensures that professionals review their practices and standards. Professionals involved also have the opportunity to discuss individual cases in depth. Such an approach enables nurses to develop the best practices that improve the quality of care provided. The group clinical supervision is also crucial in the training of professionals and ensure nurses maintain professional conduct.

The group plays a crucial role in the development of professionals in the health facility. Members of the group provide support to one another that enhances professional advancements. Such advancement is evident on the impact of clinical supervision in improving the effectiveness of care (Snowdon, Leggat and Taylor, 2017). Nurses in such teams also develop new ideas to deal with arising health issues. Therefore, the group can improve the practices of health professionals in the facility.

Evaluations show that leadership plays a crucial in the success of initiatives by professionals in health facilities. Leaders in clinical groups should provide opportunities for the nurses to develop at the personal and professional levels. Leaders should also provide guidance and help other professionals in advancing in their careers. Such approaches should involve making necessary decisions and supporting initiatives by other professionals. The analysis shows

that professionals require leaders to provide such support in healthcare systems (Dyess, Sherman, Pratt and Chiang-Hanisko, 2016). The presence of the leader also ensures nurses are accountable for their actions in providing health services to patients. Thus, the leadership in the group plays a significant role in the success of the group.

The case of the patient in the health facility presented a scenario that helps in the evaluation of group clinical supervision. A man who was 85 years was brought to the health facility after suffering from a heart attack. The patient was taken to ICU and placed on ventilators to assist him to breathe as with the student nurse participating in providing care. Professionals carried out a series of tests that helped determine that the patient was brain dead as a result of hypoxia from a heart attack. The situation gave student nurse emotional problems in dealing with the death of the patient. The student felt that she caused the death of the patient by removing the ventilator. Furthermore, the family of the man failed to go to the hospital immediately after the death of the patient citing their commitments. The student felt that the patient's family abandoned him even in death.

Experience during the practical showed the importance of professionalism and leadership in group clinical supervision. The leader of nurses played a crucial role in ensuring ethical practices and high standard care until the death of the patient. The leader also had the responsibility of evaluating the needs of affected nursing students and nurses affected by the demise of the patient. Further evaluation of the situation aims to highlight the importance of group clinical supervision.

So What (Analysis of the Event)

The discussion provoked an emotional response of the nurse student involved in the case. Impact of discussion the topic was evident in her facial expression. At some point, the emotions

were overwhelming to the point the student nurse cried. An analysis by Meller and colleagues in 2019 showed that nurses experience grief after the death of their patients that can affect their ability to provide services. A study by Khalaf and co-authors (2018) supported the presence of grief among professionals after the death of their patients that required intervention. The emotional impact was also evident among other students during discussion while they remained sober and related the occurrences to their experiences. Such incidents show the high rates at which nurses encounter dying patients and have to deal with emotional problems associated with the cases (Kondo and Nagata, 2015). Therefore, understanding the issues professionals face help in providing necessary support to enhance abilities to cope with problems.

Students who engaged in the discussion use respectful language that showed empathy to a student nurse who experienced discussed incident. Actions of student nurses showed aspects of leadership by providing support and encouragement to help deal with challenges (Xu, 2017). The actions of most students in the group highlighted their involvement in supporting the affected individual to overcome the problem. Discussions among students showed the need for professionals to collaborate in providing health services. Studies support the importance of teamwork in the delivery of care and ensure high-quality services (Rosen et al., 2018). Such a need to support other students was evident even after the discussion.

Despite the majority of students showing emotions, some of the learners remained silent and emotionless during the discussion. Some of the students even failed to acknowledge the issue that was evident from their views. The variation in reactions of students showed the need to recognise different reactions of professionals in health facilities. Reactions showed a lack of empathy among some professionals. Studies highlight the use of a training approach to improve empathy skills among nurses (Kahrman et al., 2016). Thus, variations in reactions showed

varying reactions of professionals to cases and need for leadership intervention to limit adverse outcomes.

During the discussion, the support provided to the student nurse by other members was one of the positive effects. Most of the group members showed an understanding of the burden involved in removing ventilators. Evaluations show that nurses face a significant difficulty of making the end of life decisions (Adams, Bailey, Anderson and Docherty, 2011). Leaders should support nurses taking the initiative by showing the lawfulness of removing ventilators among brain-dead patients (Ding, Zhang, Wu, Yang and Zhao, 2015). Members of the group also understood the importance of group clinical supervision that enabled Reflection on practices, provision of support and ensured improvements (Buus, Delgado, Traynor and Gonge, 2018). Support from other individuals can help the professional in emotional relieve and dealing with the guilt associated with the action. Such actions aim to help student nurse in gaining resilience needed in the healthcare system.

However, some negative outcomes were evident in the discussion. Some of the group members were judgmental after failing to understand the emotional impact of losing a patient. Such actions had adverse effects on the ability of the affected student to cope with the challenge. Studies show that such incidences present stress to health professionals that affect the delivery of services (Jordan, Khubchandani and Wiblishauser, 2016). Besides, the comment accused the student of playing a significant role in the death of the patient.

Information provided during the discussion highlighted coping strategies that the student nurse could use in dealing with the death of a patient. One of the essential coping techniques that were evident from the discussion was sharing the experience with other professionals and gaining their support. Professionals require assistance after sharing to deal with the grief that

could affect their life (Khalaf et al., 2018). During the discussions, the student nurse learnt to accept that death is inevitable even when professionals try their best to improve the health of patients. The student reflected on her practices during care before the death of the patient to determine areas that require future improvements. Studies support the use of Reflection was one of the approaches that could help the student in dealing with grief (Zheng, Lee and Bloomer, 2018). The absence of the patient's family members helped the student note the importance of talking to them in dealing with such a situation. Therefore, the student developed coping strategies that can improve outcomes after such incidents.

The situation showed me the need to improve my emotional intelligence while dealing with situations involving patients' deaths. Emotional intelligence helps in reacting to situations by being aware of the environment (Noquez, 2019). I learnt the need to stay sober and comfort the families of patients when they are present after the death of the client. However, I will still need to use coping strategies and ensure resilience in the patient's care. The coping strategies showed the need to communicate with other professionals in dealing with such situations. As such development of resilience requires collaboration with other professionals. I also noted the impacts of effective communication and leadership in enhancing resiliency. GCS enabled me to develop the skills needed in leadership and communication used in enhancing resiliency.

Now What

I learnt several aspects of dealing with providing care from the discussion. The approach enabled professionals to share their issues without judgment, with the leader providing needed guidance and making decisions. Effective leadership limiting judgement encouraged professionals to ensure professionals' development (Karkada and Cherian, 2017). The involvement of other professionals enabled me to learn that other people also face difficulty in

losing patients. Furthermore, other professionals presented ideas on the best approaches to cope with the loss of patients. I aim to incorporate information I learnt from the experience in enhancing my practice of providing health services.

Further improvement in dealing with challenging situations require additional training of professionals. Leaders in health facilities should focus on training professionals to enhance their emotional intelligence. Studies show the presence of training for emotional intelligence for health professionals to improve outcomes (Johnson, 2015). Such an initiative by leaders of the health facility can reduce stress among health professionals and enhance the quality of care.

The knowledge and skills I learnt from the experience will have a significant impact on my ability to handle similar situations in the future. Experiences I gained from caring for the patient and interacting with professionals enabled me to improve my emotional intelligence. Emotional intelligence is crucial in maintaining safety in the healthcare system (Codier E. and Codier D., 2015). At the same time, I will continue improving my skills to enhance my ability to deliver high-quality health services. I will also use the coping strategies such as engaging other professionals and recognising that death is inevitable to improve my ability to hand such situations

In the future, I will also make the necessary changes to improve outcomes. I will apply the knowledge and skills I gained from experience in enhancing leadership and resilience. Changes in the leadership will involve effective communication and support of professionals in the health facility. At the same time, I will focus on improving resilience in future practices. Such practices will involve supporting other professionals and ensure they have individual and professional progress.

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