Nurses Perception of the Use of Reflective Writing and Its Impact on Self-Awareness Development: Qualitative Systematise Review

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Abstract:
Aim: This study is a report of a review of the qualitative evidence to highlight the nurses' perception (student and staff) of reflective writing and its impact on self-awareness.
Background: Reflection is a term that is widely used in nursing practice. The qualified nurses are required to be familiar with the concept of reflection and be able to apply it in their practice to enhance their personal and professional development. However, reflection is rare used in practice or in the educational field in Saudi Arabia; therefore the findings in this review could encourage the nursing leaders and educators to introduce reflection as mandatory practice for nurses in Saudi Arabia.
Design: Qualitative systematise review.
Method: The search of qualitative studies that published between 2007 and 2017 was undertaken using the following databases: MEDLINE, Academic Search Premier, CINAHL, and ERIC. The quality of the included studies was appraised using JBI QARI Appraisal Checklist for Interpretive & Critical Research.
Finding: Nine studies were included in this review. Three main themes were generated: Reflection increased self-awareness amongst staff nurses and student nurses; Reflection is beneficial to personal and professional practice; Organisational and personal barriers to reflective practice.
Conclusion: This review underlined the perception of reflection as a skill that considered a vital tool to improve the nurses' professional practice by granting them the ability to develop their self-awareness, discover their learning needs, and continues monitoring of their practice. It is noteworthy that despite the evidence promoting the effectiveness of reflective practice, barriers to its uptake still persist. The present review showed that lack of time, negative perceptions on reflection, and cultural issues could all deter nurses from engaging in reflective practice. Further study is need to quantify the outcome of practicing reflection.
Key words: staff nurse, nursing student, perception, reflection, reflective practice, self-awareness.

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I.   Introduction

Nurses are required to deliver care compassion, as it is a core quality expected of the nursing service (National Health Services, 2016; Stonehouse, 2015; Heffernan, Quinn Griffin, McNulty, & Fitzpatrick, 2010). Moreover, one of the commitments and goals in the UK and in Saudi Arabia health sector is to deliver compassionate nursing care which meets the quality standards set by the (NHS, 2016; Ministry of Health, 2010). However, according to Stonehouse (2015) not all nurses are able to do this, only nurses who have high self-awareness can deliver high quality care to their patients. The nurse needs to be self-aware so that she/he can visualize what the patient is enduring and can empathise with the patient. Therefore, it should be the aim of each nurse to develop a high level of self-awareness. This is a very personal journey which affects how and why nurses work and shape their attitudes and beliefs and can be achieved through knowledge of one's self (Skills for Care, 2015; Sharples, 2013). Self-awareness is a knowledge of one's self with confidence in one's own ability. This is basic to social interaction, without confidence in one's self; there are social problems such as making friends or being part of a group. For nurses, they have to be self-aware because they carry huge responsibilities making decisions about care and acting for others such as patients. Nursing and Midwifery Council (2010) with other studies have highlighted the use of reflective writing as a means of developing self-awareness (Stonehouse, 2015; Jack & Smith, 2007; Bulman, Lathlean, &Gobbi, 2012). The key factor for personal and professional success is having the ability to develop self-awareness and emotional intelligence and as discussed by Goleman, Boyatzis, and McKee (2013) reflective practice has a vital role in that. Emotional intelligence is the capability of people, in this case nurses, to recognize their own, and other people's emotions, and to use this knowledge to guide thinking but also explain behavior which is very relevant for nurses caring for patients in an unfamiliar environment such as hospitals (Goleman, Boyatzis,& McKee, 2013).

Reflection is a term that is widely used in nursing practice particularly in the revalidation process (Smith, James, Brogan, Adamson, & Gentleman, 2016). Caldwell and Grobbel (2013) explain that qualified nurses are required to be familiar with the concept of reflection and be able to apply it in their practice. Nurses have to be able to reflect on decisions or actions taken. It can be seen that the nursing profession demands critical reflection to make decisions accurately and often quickly in their practice (Duffy, 2009). Self-awareness is an important requirement for proper decision-making (Stonehouse, 2015; Caldwell &Grobbel, 2013); when considering Mazlow's hierarchy of needs, self-awareness is the final goal (Maslow, Frager, & Fadiman, 1970). It is, therefore, important to analyze scientifically how reflective writing in a nursing setting can improve nurses' self-awareness and consequently improve the quality of care given to patients. A systematic review of this topic is desirable because it will uncover gaps in the present knowledge and offer new ideas, which will assist in the development of new practice. They emphasizes how important the review is for nursing practice and patient care.Additionally, some nurses do not use reflection because they do not understand its essence, why it is useful and its effects, therefore this review should highlight some of these difficulties (Duffy, 2009). Braine (2008) highlighted that the concept of reflection has been termed as a fundamental concept by leading nursing academics. Fragkos (2016) concluded that the students' perception of the crucial role of reflection in their practice and self-development highly affects the willingness to learn about reflection skills therefore they need to understand its role. Cottrell (2013) discussed the importance of reflection, how it helps to examine and understand the daily practice, by asking questions such as what was done, why such actions were taken, and what knowledge and skills were needed. These questions help the novice person to identify strengths and weaknesses by evaluating those working practices.

An intensive review of the available relevant literature will provide the opportunity to consider empirical findings that can be used to support changes in nursing education and practice. Evaluation of studies is important as noted by Epp (2008) as it can help in the formulation of the nursing curriculum. This review will develop recommendations regarding the application in practice of new and changed curricula.

Aim
The aim of this systematise review is to highlight the nurses' perception of reflective writing and its impact on self-awareness.

Objectives
To systematically review the results of qualitative studies that explore nurses' perception about their experiences of reflective writing and its impact on their self-awareness in order to get an in-depth understanding of this practice.

Specific objectives
➢ To explore the perception of nurses about the use of reflective writing in their practice
➢ To investigate the impact of reflective practice on the nurses' self-awareness.

Review Questions
➢ What is the perception of nurses about using reflection writing in their practice?
➢ What is the impact of reflective practice on nurses' self-awareness?
The best way to answer these questions is through conducting a systematise review of the available evidence. Since this review seeks to develop an understanding of nurses' perception, a qualitative systematise review will be conducted, as it is the most suitable method to discover information both old and new from the literature (Popay, Roger, & Williams, 1998).

Why this review? And the potential impact
Reflective writing helped the author to think in depth and equipped her with the skills needed to practice her job as an educator based on the theories and evidence-based practices (Bolton, 2014; Jasper, Rosser, & Mooney, 2013). As it was part of her master's program to build a biography and a portfolio that has enabled her to reflect on her experiences as a nurse and educator. This experience of reflective writing has shown her the development of her personal and professional aspect and built up her self-awareness (Jasper, Koubel, Rolfe, & Elliott, 2006). From the author own experiences, she knew the vital role reflection had on nurses' practice. However, reflection is rare used in practice or in the educational field in Saudi Arabia; therefore the findings in this research could encourage the nursing leaders and educators in Saudi Arabia to introduce reflection as mandatory practice for nurses. It could also highlight the uses of reflection in other countries, which will help to validate its introduction and application in Saudi Arabia. For example, it was established that one of the core requirements for the registration of nurses in the United Kingdom is writing a reflection report (NMC, 2010). This implies that reflection and critical thinking elements are given crucial consideration in the UK. However,

this is not the case in Saudi Arabia, but Saudi Arabia is striving to create an up-to-date modern work force providing quality care, therefore reflection will assist in achieving this goal.

Reflection in the Saudi nursing field is one of the areas that requires a lot of investigation partly because the topic has not been explored previously and because of its tremendous potential to improve the health care sector. In addition, with the growing concern about hospital care quality in the 'Saudi Arabia Vision' 2030 (2016), there is a plan to make revolutionary changes in its healthcare sector to meet the required international standards. Therefore, implementing a new strategy to improve the quality of nursing care such as reflective practice will help to meet that vision.

Excising reviews

Several researchers have investigated the subject of reflection concerning clinical practitioners and self-awareness. However, there are no studies published in the Saudi Arabian context. Moreover, after searching the Joanna Briggs Institute Library of Systematic Reviews, Cochrane Library, Google Scholar, and MEDLINE, no systematic reviews about nurses' perception of reflective writing and its impact on nursing self-awareness have been published for the last ten years. Therefore, this systematise review will be the first to document findings on this subject.

There is a newly-updated systematic review which explored the effectiveness of reflection as an educational strategy to develop nursing professionals (Miraglia&Asselin, 2015) and other study discussed the important of reflective practice in nursing (Caldwell &Grobbel, 2013). In addition, Tashiro, Shimpuku, Naruse, and Matsutani (2013) conducted a review, which analyzed the concept of reflection in the development of nursing professionals. However, none of them considered the impact of reflection on self-awareness for nurses from a qualitative perspective.

Miraglia and Asselin (2015) explored, in their integrative review, the use of reflection to develop the post licensure-nursing professional. Five hundred fifty-three articles published between 1985 and December 2013 were reviewed. Twenty-five articles met the inclusion criteria and were used to answer the review questions. The authors used the tool developed by Hawker, Payne, Kerr, Hardey, and Powell (2002) to evaluate the quality of articles. This tool has nine criteria to assess the methodology of the studies. The authors evaluated the quality of the included study independently then the results were compared and that increase the credibility of the review (Parahoo, 2014). After quality assessment of these reviewed studies, none of them were excluded from the review. The studies which rate high quality score were used to make the main themes and the studies scored low in the quality assessment were used to support these themes. The included studies of the review were from eight countries (the UK, Australia. United States, Canada, Ireland, Japan, Sweden, and Switzerland) that is mean the finding is really from different culture and areas in the world. The review conclusion emphasized the importance of structured reflection and group reflective practice which can enhance the level of thinking and a deeper exploration level of facts, reactions and practice. In addition, the review outcome highlighted the impact of reflection on the nurses' profession from the individual and practice perspective. At the individual level, the study showed that reflection helps the nurses to deepen their understanding of their values and beliefs. At the practice level, reflection enhances change in practice and empowers nurses to discover more about their practice (Miraglia&Asselin, 2015).

Caldwell and Grobbel (2013) conducted a systemic review to examine the importance of reflection in nursing practice. The review of 16 articles published between 2001 and 2012, 15 qualitative and one quantitative was conducted. Actually, the authors didn't mention the methodology details. It wasn't clear how they choose the articles and what were the inclusion and exclusion criteria, and the limitation of the review these could affect the credibility and transferability. The population for this review included the nurses from different levels (students, staff nurses, educators). It was established from this review that reflective practice has a significant impact on the practice development. It was evident that the exercise of reflection plays a fundamental role for nursing students in enhancing their clinical knowledge and emotional awareness. In addition, the crucial role of the educators discussed. The educators have to provide supportive and safe environment for the students to get optimal results. The results of this review highlighted the importance of tutors' role and the positive impact of reflection on the knowledge and emotions of the students.

Another review articles analyzed the concept of reflection in nursing profession development by using Rodgers' evolutionary cycle to find out the reflection aspects, antecedents, and impact on nurses' practice (Tashiro et al., 2013). For the thematic analysis, 50 articles were selected, which consider adequate sampling according to Rogers (1989) to have a common employ of the concept from the participants. The authors used matrix format to investigate the similarities in the included studies' findings. From the findings, the authors discussed six fundamental components that should be included in the reflection process: emotional reaction, description, internal examination, critical analysis, evaluation, and planning new action. These components look like a combination between Gibbs and Kolb reflection models. In summary, the review findings highlighted the

reflection role in closing the gap between knowledge and practice, developing communication skills, and improving patient care (Tashiro et al., 2013).

II. Material And Methods

Inclusion and exclusion criteria
Types of studies
This review of qualitative primary studies explores the perception of nurses about the use of reflective writing in their practice and to investigate the impact of that practice on the nurses' self-awareness. The perception and impact are best investigated through qualitative research (Boland, Cherry, & Dickson, 2013). It will also include mixed methods studies which have separate findings and a discussion of the qualitative part. The following studies were excluded:
1- Quantitative studies
2- Conference reports, opinion papers, systematic reviews.
3- Studies not published in English or Arabic, as time and budget are needed to translate studies published in other languages.

Types of participants and research setting
The participants included in this review are the nurses, nursing students, registered and pre-registered nurses who have experience in writing reflection in their practice or educational period. Studies which are conducted in any setting, regardless of the location in which they were conducted, will be included. Experiences of the following participants will not be reviewed:
1- Teachers, educators, clinical instructors as their experience will affect their perception of reflection and will affect their self-awareness (Iordanoglou, 2007; Eckroth-Bucher, 2010).

Phenomena of interest
The experiences that will be reviewed in this work include experiences of writing reflection, to explore the participants' perception toward this experience. The review excludes studies in which experiences are reported after simulation sessions, portfolios, or non-written reflection. The author excluded any other type of reflection rather than the written because reflective writing provides different insight to personal (self-awareness) and professional development (Jasper et al., 2013).

Search strategy
JBI (2014) search strategy has three steps, which were utilized in this review. The first search was limited to two databases (MEDLINE, CINAHL) which help to find more terms describing the review topic. A second search was undertaken using all identified keywords and index terms across all included databases. Webb and Roe (2008) emphasized that the researcher should not depend on the database search only and make hand and grey literature searches to find more studies and to avoid the bias that could presented by the positive outcome only in the published studies. Therefore, the third search was done using the reference list of all identified articles and the library for the unpublished.

Search method
The search was limited to English and Arabic language studies. The following electronic databases were searched: Medical Literature Analysis and Retrieval System Online (MEDLINE), Academic Search Premier, Cumulative Index to Nursing and Allied Health Literature (CINAHL), and the Education Resource Information Center (ERIC).

Search terms
Searches were performed between June and July 2017. Search terms were entered separately and in combination. The Boolean operators such as OR, AND, between these terms were used. Also truncation symbols were used. In the first search, the term self-awareness was used and after scanning the articles two articles only met the inclusion criteria. In the second search, the term self-awareness replaced by perception which made the search more comprehensive to the related articles.

Results of the search
Systematic retrieval of studies from the identified academic databases yielded a total of 624 studies, the duplicate studies were removed (n=113). Titles of 511 studies plus 2 studies from hand search were reviewed and 452 were excluded since these did not answer the research questions. Abstracts of 61 studies were evaluated to examine their relevance to review questions. A total of fifty-two studies were excluded. Full text copies of

the remaining articles were retrieved to assess whether they were appropriate in answering the review questions. Finally, a total of 9 studies were included for this review .

52papers were excluded based on the following reasons :
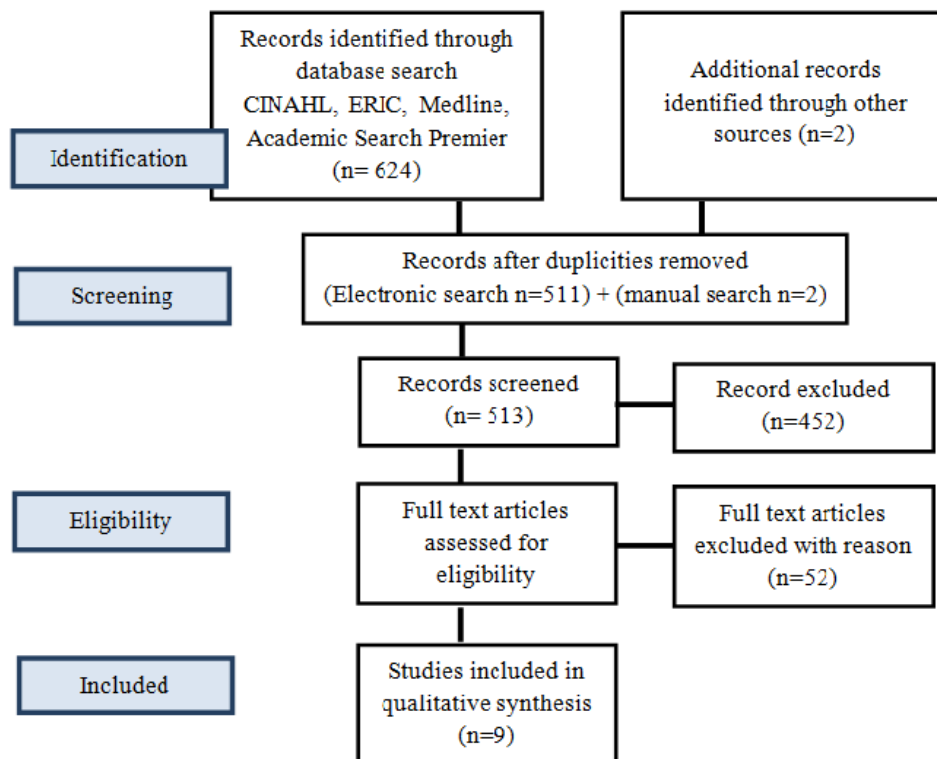
Quantitative study (n=3)

Not full text (n= 3)

Experience of educator and teacher (n= 23)

Including simulation session (n=19)

Portfolio (n= 4)

Figure 1 PRISMA presents the process of retrieving studies and excluding those that did not meet the inclusion criteria of this review

Review Methodology

The reviewer assessed all studies for methodological quality using appropriate critical appraisal checklists from the Joanna Briggs Institute Qualitative Assessment and Review Instrument (JBI-QARI) which was used to determine overall quality of a study on the basis of 10 criteria

Data extraction

In this review, the JBI qualitative data extraction instrument was used after critical appraisal then a table was made

III. Finding

Appraisal of the Included Studies

A total of nine studies were critically appraised using the Joanna Briggs Institute (JBI) Qualitative Assessment and Review Instrument (QARI) (JBI, 2014). All nine studies demonstrated congruency between the research methodology and the research objective and/or questions. However, only four of the studies demonstrated congruence between the stated philosophical perspective and the review methodology. The rest of the studies did not mention the philosophical perspective underpinning their chosen methodology. Only one of the studies examined the participants' cultural backgrounds and described how this was evaluated or analysed within the study (Wanda, Fowler, & Wilson, 2016). Despite this limitation, all studies examined the researcher's influence on the research study, and the participants' voices were adequately represented. Ethical considerations were reported in all studies except one (Fullana, Pallisera, Colomer, Fernandez Pena, & Perez-Burriel, 2016). Conclusions were also drawn from the research report and from the analysis and interpretation of data.

Overview of the Studies

The studies were published between 2007 and 2017 in the UK and abroad. Even though there were no geographical restrictions, none of the included studies were from Middle Eastern countries; most of the studies were conducted in the UK (Rees, 2013; Bulman et al., 2012; Stirling, 2015; Liddiard, Sullivan, & Chadwick, 2017). The studies by Fernández-Peña et al. (2016) and Fullana et al. (2016) were conducted in Spain, while the study by Asselin, Schwartz-Barcott, and Osterman (2013) was conducted in the US. The study by Pretorius and Ford (2016) was conducted in Australia, and the study by Wanda et al. (2016) was conducted in Indonesia. Studies from the UK and abroad were included in this review to provide a greater perspective on how nurses perceive reflective practice and how this type of practice impacts the nurses' self-awareness. It is noteworthy that reflective practice is used in nursing practice not only in the UK but also in Spain, Australia, Indonesia and the US. Hence, the inclusion of studies from abroad is critical to provide more in-depth information on whether nurses from different countries share similar responses and perceptions regarding reflective practice.

The studies of Fernández-Peña et al. (2016) and Pretorius and Ford (2016) employed the mixed-methods study design. This methodology uses both quantitative and qualitative methods in answering the research question or aims and objectives. A decision was made to include these studies since they examined how nurses perceive reflective practice, and the qualitative findings and discussion were separated from the quantitative section. A mixed-methods study design ranks highly in the hierarchy of evidence since it allows investigators to verify the results of the quantitative study (Polit& Beck, 2010). The rest of the studies used the qualitative methodology. In the hierarchy of evidence, qualitative studies rank lower than quantitative methodologies, such as randomised controlled trials (RCT) (Greenhalgh, 2014). However, the strength of a qualitative methodology is its ability to explore the experiences of the participants, which produces rich narratives of how they perceive or experience a specific health issue (Holloway & Wheeler, 2010). Since a qualitative study does not aim to generalise the findings to a larger and more heterogeneous population, it only employs a relatively small sample size (Parahoo, 2014). All the studies included in this systematise review have small sample sizes, except for the mixed-methods studies by Fernández-Peña et al. (2016) and Pretorius and Ford (2016).

Liddiard et al. (2017) and Asselin et al. (2013) recruited staff nurses. Stirling (2015) and Bulman et al. (2012) recruited post-registration student nurses, while Wanda et al. (2016) recruited postgraduate nursing students. Rees (2013) recruited final-year nursing students, while Fernández-Peña et al. (2016) and Fullana et al. (2016) recruited third-year nursing students. Pretorius and Ford (2016) recruited nursing students from different studying years. Bulman et al. (2012) and Fullana et al. (2016) also recruited other participants in addition to the nursing students. Asselin et al. (2013) study was the only one that presented the participants' biographical data, such as gender, age, years of experience, area of work and educational level, which is considered a strength and increases the qualitative study's reflexivity level (Broom, Hand, &Tovey, 2009). Not all the participants were expert in reflection, some of the included studies conducted educational programs to increase the participants' skills in reflective writing, and other had depended on their previous experience of reflective writing (Stirling, 2015; Fernández-Peña et. al. 2016; Asselin et al., 2013). It could be more useful to refresh the participants' insight about reflection and to be sure that all the participants have the same level of knowledge about reflection by conducting educational program before collecting data about their perception of the practice (Asselin et al., 2013). Two studies used the reflective writing to collect the data (Pretorius & Ford, 2016; Bulman et al. 2012). Although there is a debate about using reflective writing as a qualitative methodology, McDonald (2013) expected that the conclusion of the study will contribute to this debate. As the study concluded that reflective practice is a valid qualitative methodology because reflection based on theoretical models. The characteristics of the included studies are presented in a table below.

NO	Authors	Aim	Study design	Setting	participants	Data Analysis	Trust-worthiness	Ethical	Findings
1	Liddiard, Sullivan, & Chadwick, (2017).	evaluate nurses' experiences of participating in reflective practice sessions	qualitative semi-structured interviews	medium secure mental health service. Wales UK	8 staff nurses	Hayes (1997) guidelines for undertaking inductive thematic analysis	The investigators findings were compared.	Reported	Four themes: Nursing growth - Unsafe terrain- Unmet needs - A sense of direction and improved practice The reflective sessions gave the participants an opportunity to express their thoughts, feelings, and emotions, which increased their awareness and understanding of their interactions with patients
2	Stirling, (2015)	explore post-registration nurse students' and tutors perceptions of the use of reflection in education	qualitative semi-structured interviews	University The UK	six post-registration nurse students	Using guideline from Granehim and Lundman (2004) Thematic analysis	Reported Sample triangulation between the nurses and tutors	Reported	Three themes: benefits of reflection- the barriers to reflection- improvements on the use of reflection in post registration education.
3	Rees, (2013).	understand more of the lived experience of learning through reflection	qualitative phenomenological study	University The UK	Ten female final year nursing students	a four-stage method of descriptive phenomenological data analysis	Comparison between the investigators on the main themes	Reported	Reflective activity appeared to enable the participants to consider their personal understanding Reflective activity may facilitate the
5	Fernández-Peña et. al. (2016)	To assess nursing students' perceptions of the usefulness and challenges of reflection	Mixed method design, focus group discussion	the School of Nursing of the University of Girona (Spain)	3 third-year nursing students	combination of structural and descriptive coding processes	Not reported	Reported	Students provided a positive overall evaluation of RL, highlighting the method's capacity to help them better understand themselves, engage in self-reflection about the learning process, optimize their strengths and discover additional training needs, along with searching for continuous improvement.
6	Fullana, Pallisera, Colomer, Fernández Peña, & Pérez-Burriel, (2016).	determining the perceptions of students participating in reflective learning (RL) experiences	qualitative approach focus group technique	The University of Girona (Spain)	3 Third year undergraduate nursing students And other students	thematic content analysis	Constance comparison of themes were made	Not reported	The study shows that nursing students think RL contributes to a better understanding of themselves, their learning and their motivation to learn.
7	Asselin, Schwartz-Barcott, & Osterman, (2013).	obtaining an in-depth description of how experienced acute care staff nurses perceive and use reflection in clinical practice.	Descriptive, qualitative In-depth audio-taped interviews	community hospital in North-eastern USA	12 staff nurses	Rubin and Rubin's (2005) five-step approach	Rubin and Rubin's (2005) four criteria	Reported	During the third phase, engaging in reflection, nurses gained numerous insights. Some of these included the re-affirmation of the nurse's role and increased awareness of one's personal values and prejudices and the value of a caring orientation

| 8 | Pretorius, & Ford, (2016). | examining an innovative experiential teaching strategy used during the Transition 2 University (T2U) Program to develop the transferable skill of reflective practice. Skill development was the principal phenomenon investigated. | Mixed method design, predetermined open-ended questions | Monash University Australia | 117 nursing students

57 for the first question response qualitative part | thematic analysis | Reported

(graneheim & Lundman, 2004)

Triangulation of results | Reported | Main theme: Identification of strengths and weaknesses- Thinking about and understanding feelings- Learning about myself |
| 9 | Wanda, Fowler, & Wilson. (2016). | To introduce reflective practice to postgraduate students in an Indonesian nursing education institution. | A descriptive qualitative

Action research | Nursing education institution

Indonesia | 21 students | Data were digitally captured and analyzed using thematic analysis. | Reported | Reported | Five themes emerged: expanding their views, safe place, a light in the dark, self-awareness booster, and learning through experience

-Reflecting on practice experiences resulted in increased self-awareness, and enhanced their learning. |

Critical Review and Appraisal Report of the Included Studies

To discuss the included articles, the reviewer will present them according to the published country, starting with those from the UK (n=4), as most of the studies were conducted in the UK, then Spain (n=2), the US (n=1), Australia (n=1) and finally Indonesia (n=1). It is a great advantage to include studies from different countries, as the discussion and comparison will be shown from around the world.

The most recently published study is by Liddiard et al. (2017), who evaluated the experiences of UK nurses during their participation in reflective practice sessions via interviews. A total of eight registered nurses participated in the study. According to Polit and Beck (2010) a sample size of eight to 10 participants is adequate when using in-depth interviews. However, the selection of those eight nurses from the 10 nurses who met the inclusion criteria was done by the researcher without any explanation for how this selection was performed, which could introduce a potential for bias. This sample size is sufficient in generating rich data and in reaching data saturation, which is the point where no new themes can be generated from the transcripts (Parahoo, 2014). Semi-structured interviews are also appropriate in collecting data because they should help the nurses express their experiences in more depth and detail (Moule&Hek, 2011). Data analysis was done using inductive thematic analysis. This is an appropriate method for analysing qualitative data since it allows investigators to code the transcripts and to generate the main themes (Maxwell, 2008). The investigators manually coded the transcripts and did not mention if software was used in data analysis. Using software would help reduce the time needed to analyse voluminous data and wouldimprove the rigour of the analysis (Ellis, 2016). Since the main investigator coded and analysed the transcripts, the rest of the healthcare team checked the accuracy of the codes and themes. Member checking or comparison and verification of the themes' accuracy helps increase the study's rigour and trustworthiness (Bowling, 2014). However, the study's trustworthiness would have been further improved if participants had also verified the study's main findings (Parahoo, 2014). In addition, the researcher was a facilitator in the reflective sessions, which could affect the interview data's analysis and lead to bias towards the effectiveness of these sessions.

The Liddiard et al. (2017) study analysis displayed four themes: nursing growth, unsafe terrain, unmet needs and sense of direction and improved practice. In these themes, the participants discussed their positive and negative experiences with practicing reflection. The study reported a positive outcome towards the personal and professional development of the participants, such as a positive shift in the nurses' thinking and emotions, as the reflective practice encouraged them to think outside the box and increased their self-awareness. This led to having a sense of direction in their patient care. The participants mentioned that reflective practice helped them increase their awareness about barriers to providing patient care and alternative ways of performing the work. However, the nurses also discussed their challenges when participating in reflective practice sessions. Some of these barriers were caused by the organisation's status, such as the effect of staff shortages, and other barriers

were caused by the programme itself, such as the facilitators' inability to encourage the nurses to attend the sessions and to engage in the reflective practice. The fact that the facilitators have a crucial role in encouraging the participants to use reflective practice, which leads to constructing their own knowledge, was deliberated in this study, and the reviewer was alerted that preparing the facilitators should be the starting point in the implementation plan. Some of the attendees of these reflective sessions were people in positions of high authority, and this made the nurses unable to be honest during the discussions. The psychological safety of the participants and its impact on the effectiveness of the reflective discussion could be further explored in future research. The study has considerable limitations and negative elements regarding the reflection sessions. However, the researchers discussed them transparently, which will help overcome them in future researches (Connelly, 2013). The authors had discussed each step they made in detail, starting from the first piloting implementation of the reflection sessions in one department until the time they decided to explore the nurses' views of reflective practice after running the sessions for several years in different departments. These details and what the findings highlighted about the significant effect of the facilitation and environmental factors will help the reviewer in her plan to introduce reflection in her country's workplace. From the reviewer's point of view, the study's quality is good and makes it easy to follow and understand the research process.

Another UK study by Stirling (2015) explored the perceptions and experiences of post-registration nursing students and tutors on the use of reflection in education. The study adopted the interpretive approach, which is suitable to explore the participants' perceptions (Parahoo, 2014). Semi-structured interviews were used to collect data from six post-registration student nurses and three tutors. The sample size was adequate, and this allowed for a more in-depth view on how student nurses and tutors perceive reflection within education. The participants were selected using the purposive method. Although it is considered a suitable sampling method for studies that seek to achieve an in-depth understanding of a phenomenon, the purposive method is also considered the most cost-effective and time-effective sampling method; however, this method depends entirely on the researcher's judgment regarding the selection of the participants, resulting in a potentially high level of bias (Ellis, 2016). The method of data analysis was clearly stated and was congruent with the study's aim and objectives. Thematic analysis was used, which is appropriate in extracting the main themes generated from the participants' transcripts (Polit& Beck, 2010). The researcher analysed, coded and themed the transcripts; however, no comparisons were made to another investigator's work, which could affect the study's certainty and credibility (Ellis, 2016). An important strength of this study was the triangulation of the student nurses' findings with the tutors' experiences, which increased the credibility of the findings (Hussein, 2015).The data was analysed, and then the codes and themes were discussed in detail, which is considered to be one of the study's quality strategies, as it increases the study's certainty level (Ellis, 2016).

Stirling's (2015) study identified three themes: benefits to reflection, barriers to reflection and improvement on the use of reflection in post-registration education. These themes fit the researcher's data, which increases the study's trustworthiness. The participants' perceptions were shaped based on their previous reflection experiences, as the study did not include any educational sessions or interventions before the collecting data stage. One of the students in the study demonstrated flawed self-perception, which in turn affected her ability to value reflection. Importantly, Stirling (2015) also recruited mentors/tutors in their study. These tutors admitted that the personality of the students could have an impact on their ability to overcome negative experiences with reflection. It might be better if the participates engaged in an educational program to change their perception about reflection positively. All the participants shared their views, which showed that reflection encouraged them to learn more about themselves (strengths and weaknesses), to link theory to practice, and that helped them to identify their learning needs and to improve their practice through enhanced critical thinking also better decision-making and problem-solving abilities. The participants discussed also how reflection change patient-nurse relationship as the nurses became more empathize while dealing with the patients. The study's participants reported some barriers to practicing reflection. The main hurdle was the lack of time; however, another barrier was the tutor's inability to prepare the participants to practice reflection. Therefore, similar to the findings of Liddiard et al. (2017), time and facilitation affected the participants' ability to engage in and practice reflection at an undergraduate and postgraduate level. Moreover, when the freedom is taken from the students by the tutor to choose their preferred reflection model could also discourage them to practice reflection. Thus, tutors should be skilled, as they have a vital role in enhancing learning through reflection and in helping the students to identify their learning needs. In general, the study has desired findings and excellent recommendations, which highlighted the vital starting points for the reviewer to consider when encouraging the nurses to participate in reflective practice.

Rees (2013) conducted an in-depth interview with 10 UK final-year nursing students to explore their real-world experiences when learning through reflection. The participants were engaged with a reflection programme. None of the participants had an ongoing teacher-student relationship with the investigator, which excluded the possibility that the participants had feelings of being pressured or that they might benefit from participating in the study. The participants stated that they engaged in this study because they had a need to find

themselves and to understand what their profession meant to them. The theoretical perspective was stated within the study, which is important in informing readers on whether data analysis was consistent with the theoretical perspective (Parahoo, 2014). The phenomenology approach was used, which allows investigators to examine the meanings that participants place on their experiences (Balls, 2009). Data analysis was consistent with phenomenology and underwent a four-stage method of descriptive data analysis. Explaining how data was analysed increased the rigour and reliability of the findings (Connelly, 2010). The investigators made constant comparisons regarding the main themes generated from the transcripts. Verifying the themes would help increase the trustworthiness of the study's results (Ellis, 2016). Rees (2013) did not highlight the barriers to reflection practice and did not discuss any study limitations. Identifying the limitations is an important part of any study, as it commonly concentrates on internal and external validity. Therefore, it was important for the researcher to discuss the limitations to help the reader decide about the finding's validity level (internal limitations) and if the findings could be generalised or applied in another clinical setting (external limitations) (Connelly, 2013). These points make the findings consistent with rigorous research; thus, the investigators should consider these points when using the results of studies. Emotional challenges and the impact of reflection on the participants were a prominent finding in the research. The students described how reflective practice enabled them to better understand themselves and to further develop their emotional intelligence. The students discussed the changes that occurred with their attitudes and behaviours, such as being more receptive and less judgmental to others even if they had different values and beliefs. Likewise, reflective practice encourages the nurses to provide incorporate care as it helps them to locate themselves in the care process. Furthermore, the students used reflection as an instrument to disrupt the emotional load that was caused by the nature of nursing work. One of the students expressed this point, as she mentioned that she was absorbing all the emotional shocks from her work, and practicing reflection helped her to filter out these negative emotions. This a fascinating finding in this study, and the potentialfor reflection to help reduce the emotional load and develop their resilience skills fornurses could be an interesting area for further research.

Bulman et al. (2012) performed a study that explored the experiences of post-registration student nurses and their tutors on the concept of reflection within nursing education in the UK. The interpretative ethnographic approach was used. Ethnography allows investigators to examine the participants' environment and to observe them in their natural setting (Roberts, 2009). However, this might increase the risk of reporting bias, since researchers may use their own biases or experiences when interpreting their observations (Roberts, 2009). In the study, Bulman et al. (2012) not only relied on observations to examine how nurses and their tutors perceive reflective practice, they also conducted in-depth interviews and examined student reflective learning contracts and extracts from programme documentation. This is crucial since supporting findings with actual in-depth interviews would help verify the investigators' observations (Whittaker & Williamson, 2011). Trustworthiness was achieved because investigators triangulated the results of the interviews, the observations and the content of the documents and learning contracts (Hussein, 2015). In addition, none of the investigators had participated in the teaching programme as a tutor, which minimised their influence in the study's results. The method of data analysis, which included coding and categorisation, was also consistent with the study's methodology, aims and objectives.

The results in the Bulman et al. (2012) study found that the students placed great value on reflection as a changing and improving tool for their practice, as it helped them to think deeply of their actions and gave them new insight into their practice. Furthermore, they acknowledged reflection as a practice that increases their self-awareness and humanistic concept. The students had participated in the reflective practice not only to pass in the assignment but also to have the opportunity to develop themselves, which then positively affected their practice. Likewise, using reflection to apply theory in practice through the person's real-world experience led to constructing the knowledge and making it relevant to the profession; therefore, the tutors encouraged the nurses to support their reflection with theory and research. The students recognised the effect of using reflection on theory and practice, as they discussed how this helped them to close the gap between what they learn in the classroom and what they experience in real practice. The views that reflective practice helps the nurses to make sense of their profession and has a connection with humanistic nursing were highlighted in the findings. This study contributes to the evidence base by providing empirical knowledge about reflection's meaning from the students and tutors' points of view.

In the study by Fernández-Peña et al. (2016), an investigation was performed on nursing students' perceptions on the challenges and usefulness of reflective learning. Although this study was conducted in Spain, it is noteworthy that reflective practice is also used in the nursing curricula. A focus group discussion and a cross-sectional survey were conducted amongst the students. A total of 107 students participated in the survey, while only three students participated in the focus group discussion. Polit and Beck (2010) reiterated that a sample of eight to 10 is sufficient in focus groups or in-depth interviews. An extremely small sample size may not be adequate in examining the participants' perceptions in more depth and detail (Maltby, Williams, McGarry, & Day, 2010). Furthermore, data saturation may not be reached with an extremely small sample size

(Maltby et al., 2010). Despite this limitation, the study was to perform content analysis, coding and categorisation of data from the focus groups. The main codes used to analyse the focus group discussion transcripts were: usefulness of experience in relation to learning, self-awareness, discomfort, time difficulties and privacy issue. Positive student views towards the influence of reflective writing on self-knowledge and toward their understanding of the complexity of nursing profession were reported. Nonetheless, the students had some difficulties and barriers when they adopted reflective writing in their practice, such as their previous experience of traditional educational methods affecting their ability to accept the change. Thus, it is crucial to make a connection between the new educational approach (reflection) and the existing methodology of teaching learning so the students will understand what they will experience. Another barrier that students highlighted was privacy, as they experienced discomfort while discussing their feelings and thoughts in the reflection journal, which affected their freedom in writing. Furthermore, the purpose of writing the reflection could affect it; for instance, in the Fernández-Peña et al. (2016) study, the students discussed that knowing their writing would be evaluated or graded influenced their creativity and freedom of expression. The participants in this study experienced reflection as a new learning methodology, which raised some important aspects that should be considered in the implementation of reflection, such as the required time and effort from the student, the tutors and the organisation. Further research to explore the tutors' perception of reflection could complete this study's findings regarding the barriers and difficulties to implement reflection in practice.

Another study conducted in Spain by Fullana et al. (2016) also examined the perceptions of students on reflective learning. The study recruited student nurses (n=3) and students of environmental science (n=6), social education (n=6) and psychology (n=5). The study's results demonstrated the experiences of student nurses and the other students separately. However, an important limitation of this study was that the experiences of the student nurses were not isolated from other students in the discussion and conclusion sections. Hence, the findings may not be reflective of the student nurses' experiences. When applied to the nursing practice, caution should be taken when interpreting and applying the findings of Fullana et al. (2016). Despite this limitation, the reviewer had included it, as the aim and findings of the study were compatible with this review. Furthermore, the study was rigorous since constant comparisons of the themes were made. This is necessary for determining if the investigators reached a consensus on the main themes generated from the study (Moule& Goodman, 2009). The focus group discussions were also ideal for the study's aims and objectives since they helped the investigators examine the participants' perceptions (Polit& Beck, 2010).The Fullana et al. (2016) study discussed the usefulness of the reflective writing experience in relation to the participants' learning and self-awareness. Nursing students agree strongly in their focus group discussion about the importance of reflection as a strategy to develop their learning process and motivated them to learn. In addition, they emphasised the contribution of reflective learning to better understanding themselves (recognising their own competencies and abilities). With regards to barriers, the nursing students found it difficult in the beginning to understand the objective and the benefit of this reflective writing, as well as how to choose the correct words and how to use the ideal way to write their personal situations and emotions. In addition, openness and the privacy issues were discussed as difficulties in practicing reflection. The nursing students expressed their concerns about the degree of openness in their writing and the evaluation process that would be done by the tutors. There were some valuable recommendations to tackle these barriers; however, they were not specific to nurses only, which makes them difficult to be used. The studies that were conducted in Spain (Fernández-Peña et al., 2016; Fullana et al., 2016) had some similarities in their findings. Both studies discussed the privacy issue and the effort needed to start a new educational approach (reflection) in practice. This finding makes the reviewer believe that the culture has an impact on the reflection perceptions, or it could be due to either the lack of experience for studies' participants or the teaching style these tutors had followed during the sessions; all these suggestions might lead to having similarities in their findings.

The study conducted by Asselin et al. (2013) was conducted in the US and investigated staff nurses' experiences in using reflection in clinical practice. A total of 12 staff nurses participated in the in-depth interviews. To obtain the nurses' perception and meaning of the reflection experience, the researcher based the interview approach on an interpretative constructional philosophy, which is appropriate for the goal of the study (Creswell &Poth, 2017). The authors also used Rubin and Rubin's five-step approach to analyse the data, which was appropriate for the study's philosophy and objectives (Rubin & Rubin, 2011). Constant comparisons of themes helped increase the study's rigour and trustworthiness (Ellis, 2016). Furthermore, the participants verified the consistency of the transcripts to help increase the rigour (Parahoo, 2014). The reflection in the study had four phases: framing of the situation, pausing, engaging in reflection and emerging intentions. The researcher concluded that the experienced nurses were using these four phases of reflection unconsciously. The participants' awareness of their own values had increased when they engaged in the third phase. In addition, the finding supports the perspective that reflection makes sense for the nursing profession and encourages change in practice and in patient care. The relationship between the nursing care outcome and the reflective practice must be further investigated in future researches. The researcher emphasised using a structured reflection, as it

facilitates reflective writing and helps the nurses to achieve the depth necessary for reflection to make change in practice. This study's limitation, as discussed by the researcher, is the participants, as they were all female and had significantly different levels of qualifications and years of experience, which may have produced differences in the reflection process. The fact that the author discussed the limitations improved the study's credibility (Connelly, 2013). In general, the study met most of the critical appraisal items, and it had an extremely clear and detailed structure, which made it easy to follow the research process. Likewise, the findings highlighted several interesting points, such as experienced nurses spontaneously using reflection and the importance of using reflection models to increase the depth of the writing.

Meanwhile, the mixed-methods study by Pretorius and Ford (2016) also examined the experiences of student nurses in Australia on developing skills for reflective practice. In the qualitative part of the study, students were required to answer two questions, which asked the participants to reflect on their experiences with reflective practice. The researchers adopted the self-discovery approach, which allowed the participants to appreciate the benefits of reflective practice. The limitation in this study was the use of a self-reporting method to examine the participants' understanding of reflection, which could be affected by the students' ability to conduct an effective self-assessment (Ellis, 2016). In the other hand, the strength of this study was the triangulation of the survey results and the reflections of the students. Triangulation increased the credibility and trustworthiness of the findings (Hussein, 2015). Furthermore, the authors analysed the data and classified the themes independently, and then the comparisons were performed. An agreement was reached amongst the researchers on the final themes and results of the study (Ellis, 2016). The main three themes identified in this study were: consolidation of knowledge, identification of strengths and weaknesses and thinking about and improving learning. The students discussed that reflective practice helps them to look back on what they learned and to think deeply and critically about it, which consolidates their knowledge. Reflective writing also gave the participants a chance to understand themselves more and helped them to identify their areas that need to be improved. They had decided to practice reflection as they discovered the positive impact on their ability to regulate themselves and control their learning and practice. The study provided rigorous evidence concerning the role of reflection in developing self-awareness and the effectiveness of using a self-discovery approach to help the nurses recognise the benefits of reflective practice. These findings draw the reviewer's attention to a method (self-discovery) that would help encourage the nurses to practice reflection. For example, when individuals know the rationale and the benefit of learning and practicing something, they will be encouraged to engage in this practice (Knowles, Holton III, & Swanson, 2014).

Finally, the descriptive qualitative study by Wanda et al. (2016), which was conducted in Indonesia, examined the perceptions of 21 postgraduate student nurses on reflective practice by using flash cards. The participants were asked to choose one card that presented their view about the experience of reflective practice and to discuss it with the group. Thematic analysis was used to analyze the data that captured from the reflection evaluation sessions. The investigators of this study explicitly stated how data was analysed, which was critical in leaving a research trail and in helping other researchers replicate the study (Bowling, 2014). Thematic analysis was also appropriate in answering the study's aims and objectives. Reflexivity or the researchers' influence on the participants was clearly explained in the study. This is necessary for reducing the risk of reporting bias and for assuring readers that the necessary steps were taken to ensure that themes were objectively analysed (Burns & Grove, 2011). The researcher highlighted the influence of the Eastern culture on successful implication of reflective practice and how the participants tackled these challenges in the study. The researcher discussed the following cultural dimensions and their effect on the implication of reflective practice: high power distance, stronger uncertainty avoidance and collectivism. The students lacked the confidence to express their emotions, as they were afraid to disturb the harmony of the classroom or to challenge the tutor. The educational culture in Indonesia seems to be teacher-centred; therefore, the students were totally dependent on the tutor to make them learn, and they were not willing to practice a new learning method that gave them the responsibility to learn. Indeed, the educational culture in Saudi Arabia is similar to Indonesian culture, and the reviewer has to consider all the implications and challenges that were highlighted in the Wanda et al. (2016) study. The education in Saudi Arabia is teacher-centred, and the mindset is that the teacher has more power and authority and that the students have to commit to following the teacher's instructions and not to questioning a lot. Therefore, the student does not find an area for discussion or creative freedom. However, the participants in the study overcame these cultural difficulties, and this required effort and time from the researchers. The study's participants described reflection as a light in the darkness; thus, they experienced development in their knowledge about the nursing practice and in their knowledge of themselves. Furthermore, reflection helped the participants to think critically about their actions and their impact on patient care. Once again, the findings discussed reflection's impact on the nurses' perception regarding patient care, which was also discussed by Asselin et al. (2013); therefore, this emphasised the importance of discovering this point in future researches. These findings inspired the reviewer to implement reflective practice in her workplace, particularly within the workplace's culture.

IV. Discussion

Three main themes were generatedfrom the critical review and appraisal of the included studies: Reflection increased self-awareness amongst staff nurses and student nurses; Reflection is beneficial to personal and professional practice; Organizational and personal barriers to reflective practice. The first two themes are really fit with Jasper's model of experienced nurses' use of reflective writing, which has four components: Professional development, Personal development, Critical thinking, Outcomes for clinical practice (Jasper et al., 2006; Jasper et al., 2013). Therefore, the reviewer will discuss the themes: reflection increased self-awareness amongst staff nurses and student nurses; reflection is beneficial to personal and professional practice, according to this model.

Themes 1 & 2: Reflection increased self-awareness amongst staff nurses and student nurses; Reflection is beneficial to personal and professional practice.

Professional development

The nursing profession is a continually changing profession (McKinnon, 2016) therefore to respond to these changes the nurses need to develop their professional knowledge and resilience skills to adapt with these changes. Furthermore, nurses are progressing through their professional development to improve their competency and meet the health care requirements (Jasper, at al., 2013). Professional development is an important issue for the nursing profession because it should ensure that the nurses are competent and the services provided are of high quality and safe (Nichol & Dosser, 2016; NMC, 2010). Therefore, the NMC (2010) has motivated nurses to engage in lifelong learning, emphasising that it is their responsibility to continue with professional development, which will be proven by their reflective portfolio. Reflection can assist the nurses to understand the profession's complexity (Fernández-Peña et al., 2016) and make sense of the nursing profession, its aims and culture (Asselin et al., 2013) which are considered the first steps in professional development. It has reported in the literature that reflection is considered as a corner stone for professional development as discussed by Miraglia and Asselin, (2015) in their interrogative review. This is congruent with Kemp and Baker, (2013) study that recognized reflection as a powerful approach for professional growth. Moreover, the included studies highlighted the positive outcome of reflective practice toward advancing their professional development (Liddiard et al., 2017; Fernández-Peña et al., 2016; Bulman et al., 2012). Pretorius and Ford (2016) argued that reflective writing consolidated the participant's knowledge. A developing knowledge base is considered as a fundamental component of professional development (Jasper, et al., 2013). Reflection helps the nurses to construct their knowledge through reflecting on their experiences, and the realisation of how theory is made relevant to practice (Bulman et al., 2012) and this closes the gap between theory and practice (Stirling, 2015; De Sward, Du Toit, & Botha, 2011). This gap was the main issue for the nursing students and staff nurses, they needed to be competent in practice as discussed in Sharghi, Alami, Khosravan, Mansoorian and Ekrami (2015) study which recommended that nurses should make more effort to close this gap. Duffy (2008) emphasized the importance of applying theory to practice as it guarantees high quality nursing care. This was also supported by Rolfe, Jasper and Freshwater (2011), and the included studies in this review confirmed that reflective practice could help narrow the gap and become more competent and lead to achieving professional development.

Personal development

Personal development is a way to recognize the person's skills and qualities (self-aware), depending on the person's objective in life, then to put the goals in place and plan to achieve it. According to Jasper et al. (2013), it is a lifelong activity and coexisting with professional development, in that the former will not take place without the other. The included studies in this review reinforced this, as the author noticed this relation between professional development and personal development in the findings of each study. In fact, the reason that could motivate the nurses to seek for personal development is what Maslow had illustrated in his hierarchy of needs (Maslow et al., 1970). It is the person looking to achieve his needs and reach self-actualization which boosts self-efficacy that is considered as a powerful signal of success (Maslow et al., 1970; Bandura, 1993).

As mentioned earlier, to be able to engage in the personal development process it is important to be self-aware. This means the person has the ability to recognize their own strengths and weaknesses (Jack & Smith, 2007). The main theme that recurred in all 9 studies included in this review was the perception that reflection increased self-awareness amongst staff nurses and pre and post-registration student nurses. It is interesting to note that regardless of the place where a particular study was published, nurses in all health care settings agreed that reflection could improve their self-awareness. In addition, reflective practice was also thought to facilitate development of emotionally intelligent nurses which help in shows compassion to the patients (Rees, 2013). Reflective practice could also enable the nurses to discover their own learning styles (Jasper, 2013). It is considered as a success factor for the learners if they wish to achieve the best of their

learning capacity they need to identify their learning style which is dependent on their self-awareness (Cabi&Yalcinalp, 2012; Rees, 2013; Fernández-Peña, et al. 2016; Pretorius & Ford, 2016).

Reflective practice helps allows to recognize training and learning needs (Stirling, 2015). These personal benefits would show that reflective practice would help nurses also recognize their weaknesses and address these early in their nursing education (Pretorius & Ford, 2016). Since the students included in this review recognized the benefits of reflection, it is likely they will apply self-regulation when they receive new knowledge and skills (Pretorius & Ford, 2016). According to Lopez et al. (2013), self-regulation is described as the process of setting goals, monitoring, regulating and controlling learning while also maintaining motivation in learning. Wolters and Taylor (2012) also stress that self-regulation is associated with academic success.

Although findings of the individual studies lack applicability and transferability to other groups of participants, results demonstrate a trend towards positive perception on the impact of the reflective practice on self-awareness for both students and staff nurses. The study included in this review (Liddiard et al., 2017) did not examine student nurses' views on reflective practice but recruited registered nurses as participants. It is interesting to note that results were consistent with the findings of studies that recruited student nurses. This is critical in the author's practice as a nurse educator in Saudi Arabia where reflection is not yet explored in the academic and practice field. Integrating reflective practice in the nursing curriculum could help increase self-awareness of the student nurses. Moreover, introduce reflective practice in a clinical setting will increase self-awareness of the registered nurses which will help to improve their own practice (Duffy, 2008).

Critical thinking

Alfaro-LeFevre, (2015) defined critical thinking, as a process includes searching for information then evaluating, and analyzing it, this process enhances the person thinking, decision-making ability and self-awareness. In order to provide safe and comprehensive nursing care, nurses have to develop their critical thinking skills (Pucer, Trobec, &Žvanut, 2014). In the first place, reflective practice has been recognized as an inspired way to develop critical thinking (Nichol & Dosser, 2016; Chan, 2013; Moon, 2007) since it incorporates both analysis and evaluation (Guthrie & Jones, 2012). Findings from the included studies in this review emphasise the positive outcome of practicing reflection on critical thinking such as thinking outside the box to generate solutions to problems in clinical settings (Liddiard et al., 2017), assist in having better problem solving (Stirling, 2015; Pretorius & Ford, 2016) and new insight about nursing practice (Bulman et al., 2012). The literature on education states that higher education should allow students to practice critical or higher-order thinking skills (Guthrie & Jones, 2012), which help the students to evaluate their own and others' arguments and come with reasoning solutions for conflicts and issues (Behar-Horenstein&Niu 2011). This is one of the higher education goals, to develop the students' abilities to solve the problems and to make the decisions based on rigorous evaluation of the situation or issue. That could help to build a responsible member in the changing and complex community (Behar-Horenstein&Niu 2011). From this review finding reflection could help in developing critical thinking.

As mentioned formerly, participants in the review applied self-regulation when they received new information, Azevedo et al. (2010) concluded that self-regulation has been associated with increased ability in problem-solving and critical thinking skills. In summary, the review developed a notion that since nurses have gained critical thinking skills, it is expected that reflection will help them in problem-solving.

Outcomes for clinical practice

All studies included in this review indicated that reflection is beneficial for nursing practice. In particular, Rees (2013) reports that participants felt that engaging in reflection helped them to understand the emotional demands and challenges of nursing. In turn, this enabled them to manage the emotional load often associated with caring for patients which is also agreed in Wanda et al. (2016) study. In the UK, some health organizations have a gathering called Schwartz Round where a multidisciplinary discuss their emotional and psychosocial aspects of their service or care (Lown& Manning, 2010). This rounds which considered a type of reflective practice could help the practitioners to develop their communication and coping with the emotional stress skills (Lown& Manning, 2010; Dean, 2013). In Saudi Arabia, the health organizations have a committee where all the practitioners who had involved in an event have to attend and discuss what was happen. The main idea of this committee is to find the cause of that event and write a report about it. From the reviewer point of view, it would be more helpful to start the committee by giving the participants a time to discuss and reflect on their feelings that could decrease stress load and increase the staff wellbeing.

Liddiard et al. (2017) revealed that nurses perceived that reflective practice increased their understanding of the patients' needs which integral in promoting patient-centred care (Guthrie & Jones, 2012).. Reflection helped the nurses to value the humanizing characteristics of patient care (Rees, 2013) and allowed them to express their emotions, feelings and thoughts, which in turn increased their understanding and awareness of their interactions with their patients and helped to have direction in their practice (Liddiard et al.,

2017). Through patient interactions and reflecting on events and incidents in practice, nurses in this review felt that they were able to provide more holistic care. Further, Liddiard et al. (2017) state that reflection allowed the nurses to identify barriers that might influence patient care and to develop their skills in practice to overcome these barriers.

Reflective practice did not only pave the way for self-awareness but also allowed nurses to understand the nature of patient care. The complex and changing nursing care field needs expert nurses to meet the demands of delivering a high-quality service and decrease the patient hospitalization (Benner, 1984). Application of reflective practice can equip the nurses with the needed tools to progress from novice to expert (Jasper, 2013) and this is what was agreed by the included studies.

Theme 3: Organisational and personal barriers to reflective practice

While there are benefits to reflective practice, a concern is raised on whether student nurses actually keep reflective journals (Langley & Brown, 2010) or because of barriers that were recognized in the literature, nurses would avoid reflective practice in the future. This review highlighted some important barriers to practice reflection.

Stirling (2015) argues that prior negative experiences shaped their perceptions about reflection that could act as a barrier for students to practice reflection in the future. This was also discussed by Langley and Brown (2010). The findings of Stirling (2015) and Langley and Brown (2010) have important implications for the nurse educator practice. In particular, providing support to students who have negative perceptions might help dispel any doubts on the importance of reflective practice and address sources of these negative perceptions. This is what constructivist agreed with, as they consider the learner as a person who has his own knowledge and experience and the teacher should help him to construct and build on his knowledge (Scales, Senior, &Briddon, 2013). According to Piaget each learner has his own knowledge from previous experience in a series of schemas (special framework of knowledge and actions), and when the new experience has added new knowledge the schemas start to assimilation this new information (Harris &Westermann, 2014). Even if this new information was inconsistent with the schemas the framework will accommodate this information and here the schemas change will occur (Harris &Westermann, 2014). Further, personal barriers such as a pre-conception that reflective learning is a complex and uncomfortable experience could prevent student nurses from using reflective learning (Fernández-Peña et al., 2016; Fullana et al., 2016; Wanda et al., 2016). These studies uncovered that these uncomfortable feelings were associated with writing down private experiences in journals. This is not uncommon since writing down feelings and thoughts is considered as intimate, which in turn might act as a limitation in the ability of students to write freely their thoughts and feelings in their reflective journals (Hargreaves, 2004). These observations are not isolated since Smith and Jack (2005) also report that some students have difficulties in writing down their negative experiences. Liddiard et al. (2017) discussed the psychological exposure of intimate thoughts as a barrier, the participants found it difficult to be honest during the discussion because of the position of some of attendees in the organization who attended the discussion sessions. The investigators should consider psychological safety and create supportive environment to ensure honesty and openness in the discussions (Miraglia&Asselin, 2015). Pavlovich (2007) argues that ethical considerations such as informing participants that a reflective journal will remain confidential and anonymity should be maintained to address this specific barrier to reflective practice.

Other barrier discussed in the Spanish studies was how the student struggled with understanding the objective of writing reflections in the beginning, this means a barrier is present which needs to be removed before reflective writing could even begin (Fernández-Peña et al., 2016; Fullana et al., 2016). This is what Knowles, Holton III and Swanson (2014) discussed about adult learning, as it is important to understand what, how and why these adults will learn something. Meanwhile, student nurses argued that experiences are highly subjective and should not be graded through objective means as this influences their freedom and creativity (Fernández-Peña et al., 2016). Hence, it is argued that reflective journals should not be viewed as tools for evaluation but as a means to process learning and apply lessons that have been learned to nursing practice (Pavlovich, Collins, & Jones, 2009).

In addition, lack of time was also singled out in this review as an important barrier to reflective practice. This lack of time is also expressed in literature as an important barrier to reflective practice (Langley & Brown, 2010; Thompson & Pascal, 2012). As well staff shortage was a barrier to practice reflection in Liddiard et al. (2017) study. The situation in Saudi Arabia won't be different, as Alsadaan (2014) discussed the nurses' shortage in the health organizations. In actual healthcare settings, the chronic understaffing of nurses might leave registered nurses little time to engage in reflective practice (Marquis & Huston, 2012). Hence, addressing understaffing in actual healthcare settings should be prioritized to ensure that nurses are able to engage in reflective practice and promote quality of care for the patients. Bulman et al. (2012) also pointed out that the work environment has a negative impact on reflective practice.

Poor preparation on reflective practice might affect nurses' ability to accept it as a new approach to learning (Stirling, 2015; Liddiard et al., 2017; Fiddler &Marienau, 2008). Hence, it is important for nurse educators to make a connection between existing methodologies and reflective practice in order for students to grasp what they are experiencing (Fiddler &Marienau, 2008). Since student nurses and even registered nurses have to integrate new thinking skills, nurse educators should be able to provide support and inform student or registered nurses on roles and expectations (Gopee& Deane, 2013). Moreover, the tutor should consider in their chosen teaching method how the learners have different learning styles. One of their vital roles is to encourage the learners to discover their own learning style which then helps them to find the appropriate way to gain more knowledge (Weinstein & Mayer, 1983). Indeed, this review highlighted the important role that the educator plays to achieve the goal to start new teaching and learning approach. Actually, the educational organizations in Saudi Arabia suffer from obsolete teaching methods (Krieger, 2007), but this will change in the coming future. In fact, the Saudi Ministry of Higher Education is endeavouring to achieve 'The Saudi Arabia Vision' 2030 (2016) as it is allotting the greater part of the budget to develop the education sector and a lot of international scholarships have been given to Saudi nurses which portends a wonderful future for the education and practice in Saudi Arabia.

In addition, using reflection models encouraged the nurses to engage in reflective practice as that made it deeper and clearer (Asselin et al., 2013) but choosing which the reflective model to use by faculty members could prevent students from making an in-depth reflection of their practice (Stirling, 2015). Pavlovich (2007) highlighted the fact that teaching reflection does require effort and capabilities from the tutors and they have to be prepared for their role as a facilitator for reflection. From the reviewer point of view, it is really a big responsibility on the educators' shoulders and they have to be ready to adapt the learner cantered approach and developed their adult learning theories to facilitate the teaching of reflection.

Wanda et al. (2016) discuss the difficulties that might be caused by the culture to implement reflection in practice, especially the fact that reflection approach originates from the Western countries whose culture is totally different from the Eastern culture (Wanda et al., 2016). From the author's point of view, Saudi Arabia has the same educational cultural. One of this cultural issue which do have some experience or relationship with the practice of reflection, as highlighted by Wanda et al. (2016) study, was the distance, between the educators and the student, the former is considered to having more power and authority which can prevent the student from discussing their ideas or own views, which are considered a cornerstone in reflection. From the author's experience, this is also the situation in Saudi Arabia there is the same cultural issue. Indeed, it is considered a kind of disrespect to discuss with the teachers their ideas or opinions in Saudi Arabia. Unfortunately, some teachers have used this point in their favour and the students became unable to discuss their ideas and thoughts with the teacher, and they end up thinking that the latter has more knowledge than the student and that has meant that the teacher possesses all the power and authority. The teachers have to work more in the adult learning theories such as constructive learning theory, which draw attention to the two-directional flow of information between the educator and the learner (Cross, 2009).

Religion plays an important part in both cultures (Indonesian and Saudi). Although the Islam religion has encouraged the person to think deeply about their life aspects and their relations with each other in order to self-reproach or critique which is considered as a kind of reflection, but this is not yet accredited by educational organizations in the curriculum. It might be because the authorities did not recognize the important of reflection and hopefully this would be changed by the findings of this review, or at this time maybe they do not have the qualified educators necessary, but this could change in a few years because of the scholarships plan as discussed earlier in this review.

In summary, this review discussed the main barriers to practice reflection, these can be categorized under five points: personal, organizational, facilitative, reflective objectives and cultural. In Saudi Arabia, reflection will be new learning methodology in practice so the reviewer should consider all these barriers as they presented the difficulties for the participant to integrate this practice as a new methodology of learning. However, discussing these barriers has helped the reviewer to draw up a scheme for applying reflective practices. The provision of a supportive facilitator, clear objectives, and sufficient time for reflection were the main points in this plan, which could help to encourage nurses to overcome the barriers and practice reflection.

V. Conclusion

Results of this review underline the perception of reflection as a crucial method to improve the nurses' professional practice by developing their self-awareness. Increasing self-awareness is vital in nursing practice since this would help students and registered nurses identify their own strengths and weaknesses and recognise gaps in their own learning and practises (Liddiard et al., 2017). It is significant that majority of nurses included in this review had positive attitudes towards reflective practice and saw the value of this practice in promoting patient care. Because it allows healthcare practitioners to appraise and evaluate their own practices, skills and knowledge and examine whether these are still up to date for safe and effective practice. Further, nurses felt that

this would facilitate the development of their emotional intelligence, which is necessary in showing compassion to the patients (Rees, 2013). Moreover, the impact of reflective practice on emotional load was a fascinating finding which could make a difference in the nursing practice. It is noteworthy that despite the evidence promoting the effectiveness of reflective practice, barriers to its uptake still persist. The present review showed that lack of time, negative perceptions on reflection, and cultural issues could all deter nurses from engaging in reflective practice. This specific finding is important in the context of Saudi Arabia's healthcare system. Alsadaan (2014) reports that the nursing workforce in Saudi Arabia continues to experience staff shortages. This means that finding time to participate in reflective practice could be a challenge for Saudi Arabian nurses. Moreover, some eastern culture issues were highlighted as a barrier to implement reflection in nursing practice. These barriers caused by the teacher-student relationship and the teaching methods that adapting by the educators. However, it is still unclear if student or registered nurses in Saudi Arabia would have similar reactions, since reflective practice is not widely implemented in nursing curricula and healthcare practices.

Implications for practice
- Reflective practice is not yet consistently practiced in nursing education and clinical practice in Saudi Arabia despite current evidence on its effectiveness in promoting professional and personal development for nurses abroad. To start practicing reflection the nurse educators' and policymakers' should be aware of these effectiveness.
- Application of reflection to the author's practice might help develop nurses' critical thinking, decision making, problem solving and use of theory in practice which could promote patient safety and ensure that patients receive quality and evidence-based care.
- Reflection would help to deliver companionate nursing care by increase their self-awareness. This will support the Saudi Arabia vision 2030.
- Reflective practice could be used as a tool to reduce the emotional stress caused by the nursing work nature which lead to reduce the burnout.
- Integrating reflective practice in the nursing curriculum and in clinical practice should be started by preparing the educators in Saudi Arabia to be more qualified to facilitate the reflection session.
- Reflection enables students and registered nurses to identify their own learning styles and purposefully reflect on their own learning and practice. In turn, this would help inform nurse educators on the best methods to use during teaching to ensure that the students' individual learning styles are addressed.
- In the long term plan, it is advantageous to follow what the broad countries have been doing to promote and protect professional standards in nursing by practising of reflection.

Implications and recommendation for future research
In light of the current findings of the present review, there are still some areas of research that could be done to increase Saudi Arabia nurse educators' and policymakers' knowledge on the effectiveness of reflective practice in improving practice and patient outcomes. It is recommended that a study will be made in Saudi Arabia on the educators' acceptance of reflective practice and the barriers to implement it in the educational and clinical organizations. Conversely, a study will also be made on the perceptions and acceptance of nurses in educational and clinical settings on reflective practice. A qualitative study will be appropriate in examining the perceptions, feelings and acceptance of student and registered nurses on reflective practice in the context of Saudi Arabia's healthcare setting. It is also recommended that a pilot test will be carried out on a specific nursing school and student participants will be invited to engage in reflective practice. It should be noted that student nurses who had prior experiences with reflective practice or who are in their final year in nursing would benefit the most from reflective practice (Rees, 2013). Hence, it is recommended that final year student nurses will be recruited to engage in reflective practice. A comparison of learning outcomes will then be made between the recruited group and a control group in the same nursing curriculum or school. Alboliteeh (2015) discussed the emotional stress for Saudi nurses in practice and how this affected the nursing care and burnout. Thus it is recommended to investigate further the relation between the emotional load and reflective practice. It is also recommended that a study examining the effectiveness of reflective practice in improving health outcomes of patients will be made in clinical settings in Saudi Arabia. Registered nurses working in specific specialities in Saudi Arabia hospitals will be recruited in the study. This group will undergo reflective practice and clinical outcomes of patients will then be compared with patients receiving care from nurses who did not engage in reflective practice. A qualitative study exploring the perceptions of nurse leaders and policymakers and other nurse educators on reflective practice will also be conducted. This will be necessary to determine if these healthcare practitioners are willing to integrate reflective practice in nursing curricula and clinical settings. Also more qualitative researches in the Eastern countries should be conducted to understand the cultural differences and it impact on reflective practice. Results of these proposed research studies could be used to examine potential barriers and enablers to uptake of reflective practice in Saudi Arabia's nursing practice.

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