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### Critically reflect on an encounter with a service user in a health care setting

This essay aims to critically reflect on an encounter with a service user in a health care setting. The [Gibbs' Reflective Cycle](#) will be used as this is a popular model of reflection. Reflection is associated with learning from experience. It is viewed as an important approach for professionals who embrace lifelong learning (Jasper, 2013). In general terms, reflective practice is the process of learning through and from an experience or activity to gain new understandings of self and/or practice (Bout et al., 1985; Jasper, 2013). This method is viewed as a way of promoting the personal and professional development of qualified and independent professionals, eventually stimulating both personal and professional growth (Jasper, 2013). Dating back to 1988, the Gibbs' Reflective Cycle encompasses six stages of reflection which enable the reflector to think through all the phases of an activity or experience (Gibbs, 1998). The model is unique because it includes knowledge, actions, emotions and suggests that experiences are repeated, which is different from Kolb's reflective model (Kolb, 1984) and thus, the model is wider and a more flexible approach in examining a situation in a critical light to enable future changes (Zeichner and Liston, 1996).

#### 1. Description

The incident I will be reflecting on occurred whilst I was placed on the oncology ward during my first year of qualified nursing. We had an elderly service user on the ward, who had been admitted due to stomach cancer. Upon his arrival, we read his notes which highlighted that he had significant learning difficulties, meaning that he also had problems with verbal communication. The main areas of reflection are how both myself and the other nurses used communication to calm the patient and show compassion, as well as how we adapted our care to address their individual needs. A nurse came onto the ward with three members of the public, who were viewing the ward as part of a job advertising process. When the nurse entered the patients bay, she informed the members of the public that the service users in that bay were currently receiving radiotherapy treatment. Upon hearing the nurse's words, the service user became overtly distressed and began crying, shrieking and hitting his head backwards against his pillow – it took time; however, another nurse managed to calm him down by talking in a soothing manner.

#### 2. Feelings

Prior to the incident occurring, I was mindful that the nurse was showing the three members of the public around the oncology ward, as part of a job advertising process. At the time of the incident, I had only been working on the oncology ward for six months so still felt slightly unsure of my position within the team. Ultimately, I did not feel confident or experienced enough to deal with this situation independently. I think that my increased level of anxiety meant that I struggled to intervene, however it is still clear that both my colleagues and myself should have intervened more quickly to ensure that the patient was dealt with effectively. Moreover, I was very surprised when the nurse failed to take into consideration the individual needs of the service user during the visit of the ward, as the distress caused to both the service user and the members of the public was very unnecessary.

#### 3. Evaluation

In hindsight, the experience had both good and bad elements which have led to an increased understanding of the service user experience and my role as a nurse practitioner within the oncology team. My role was to give physical examinations and evaluate the service user's health, prescribe and administer medication, recommend diagnostic and laboratory tests/read the results, manage treatment side effects, and provide support to patients – this includes acting in their best interests. I feel that I did not fulfil the latter responsibility completely. This duty to protect service user's full confidentiality and ensuring that the nurse who was showing the members of the public around the ward was aware of the service user's communication difficulties and resulting anxiety was not fulfilled. Our failure to act as a team, by sharing information and stepping in before a situation escalated, shows that there was a low level of group cohesiveness (Rutkowski, Gruder and Romer, 1983).

#### 4. Analysis

According to the Nursing Times Clinical (2004), people with learning difficulties often have a struggle with adapting to new situations, which means that there is a potential for problematic behaviour when dealing with something outside of their comfort zone. Nevertheless, as suggested by the Nursing Times Clinical (2004), healthcare staff should be aware of how to effectively interact with

# Reflective Essay Example Using Gibbs

**Steve Frankland**



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This book takes students step by step through the process of planning and writing a reflective essay beginning with crucial guidance on planning and structure. It introduces different reflective frameworks and shows readers how to structure a piece of writing according to a particular framework. Chapters contain a wealth of activities and exercises which will help build students' skills and confidence. The new edition will feature guidance on working with AI tools as part of the reflective writing process and will help students understand the benefits, the risks and how to maintain academic integrity. The book will also feature a new introductory section about getting into the reflective mindset. Suitable for students of all health-related disciplines, this book will give readers the key tools they need to take their writing to the next level. **Reflective Practice**

Janet Hargreaves, Louise Page, 2013-12-19. Reflective practice is an essential skill for those working in health and social care, but why is it so vital and how can it be learned? As inter-disciplinary working becomes more common, finding shared ways of reflection on practice are becoming more and more important. How do we share our ideas and thoughts to enrich both professionals and their client base? This book uses stories and exercises to enable readers to develop their skills. Its emphasis is on the practical, from how to construct a reflective essay to the ethical ambiguities of whistleblowing and constructing a professional persona. The book is written with the needs of students of health and social care in mind. For those who want to develop their skills beyond the scope of the book, each chapter ends with a step-up suggestion enabling them to build on what they have already learned. Critical Thinking and Writing for Nursing Students Bob Price, Anne

Harrington, 2013-05-13. Critical thinking, writing and reflection are core skills that nursing students are expected to develop throughout their studies. This book is a clear and practical guide to help students develop these skills. It explains what critical thinking is and how students should use it throughout their nursing programme. Throughout the book, it demonstrates the transferable nature of critical thinking and reflection from academic contexts to the real practice of nursing. The 2nd edition includes a new chapter on critiquing literature, examines how caring skills are essential to critical thinking and includes a website with annotated examples of students' work. *Writing for Nursing and Midwifery Students* Julio Gimenez, 2024-02-08

Combining the theory and practice of academic writing, this book helps you to master the basics of writing at university. It equips you with the skills needed to examine cognitive processes such as reflection and critical thinking and includes essential information on referencing your work correctly and avoiding plagiarism. A comprehensive writing toolkit for students of nursing, midwifery, health and social care, it provides a step-by-step approach to a whole range of genres specific to these disciplines, going beyond the traditional academic essay to include care critiques, action plans, portfolios and systemic reviews, as well as complex argumentative writing and the undergraduate dissertation proposal. It also offers help with texts for professional development such as portfolios and conference abstracts. Supporting you throughout your degree, this new

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