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## Gibbs Reflective Cycle Example

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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

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**Martin McMorro**



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Reflective Writing for Nursing, Health and Social Work Elizabeth Tanguay, Peter Hanratty, Ben Martin, 2025-07-10 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

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 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

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*Information Skills for Nursing Students* Kay Hutchfield,2010-08-17 It is essential for nursing students to access current and reliable information to succeed in academic assignments and nursing practice yet there are increasingly diverse information sources available which can raise questions about the authenticity and reliability of information provided This book presents a practical and clear guide to mastering information skills It shows the reader how to effectively plan and implement a search for information and make judgements on the quality of the sources found It also gives strategies for storage and retrieval of information helping nurses to maximise the time they have available for keeping up to date

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*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 by with a step up suggestion enabling them to build on what they have already learned

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*Chinese Students' Writing in English* Maria Leedham,2014-08-27 Chinese students are the largest international student group in UK universities today yet little is known about their undergraduate writing and the challenges they face Drawing on the British Academic Written English corpus a large corpus of proficient undergraduate student writing collected in the UK in the early 2000s this study explores Chinese students written assignments in English in a range of university disciplines contrasting these with assignments from British students The study is supplemented by questionnaire and interview datasets with discipline lecturers writing tutors and students and provides a comprehensive

picture of the Chinese student writer today Theoretically framed through work within academic literacies and lexical priming the author seeks to explore what we know about Chinese students writing and to extend these findings to undergraduate writing more generally In a globalized educational environment it is important for educators to understand differences in writing styles across the student body and to move from the widespread deficit model of student writing towards a descriptive model which embraces different ways of achieving success Chinese Students Writing in English will be of value to researchers EAP tutors and university lecturers teaching Chinese students in the UK China and other English or Chinese speaking countries *Professional Development, Reflection and Decision-making* Melanie Jasper, 2006 Providing an introduction to reflective practice clinical decision making and professional development this book explores the concepts in relation to professional practice and inter professional working competencies and accountability and portfolio development

*Leadership Development for Nurses and Midwives - E-Book* Gemma Stacey, Greta Westwood, 2022-05-01 This groundbreaking new text will help nurses and midwives develop their unique leadership capabilities for better care no matter what their level of experience or where in the organizational hierarchy they work Edited by the CEO and Director of the prestigious Florence Nightingale Foundation and written by specialists in their field the book focuses on the personal development required for nurses and midwives to become authentic leaders It guides the reader through a range of innovative and novel perspectives on leadership development with an emphasis on self awareness and personal growth Leadership Development for Nurses and Midwives offers an exciting new perspective that is sure to maximize the individual and collective influence of nurses and midwives and all that each has to offer Increases awareness of how personality preferences influence personal effectiveness and performance in teams Shows how to identify opportunities to influence and how to express yourself for impact Supports personal resilience and how to stay calm under pressure Brings theory to life through authentic case studies provided by current nursing and midwifery leaders working in a range of settings Reflects contemporary practice and responds to identified gaps in leadership development for nurses and midwives Reflective learning activities encourage the reader to apply principles to their own self development Presents historical references to Florence Nightingale and her relevance to modern day nursing throughout **Improving Learning Through**

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learning The book also provides a set of theoretical issues methodological elements and practical resources for the assessment of university learning using rubrics Covering topics such as active learning self assessment and teacher identity this reference work is ideal for administrators policymakers researchers scholars academicians practitioners educators and students

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Reflective Writing in Medical Practice Miriam A. Locher,2017-06-05 This book reports the results of a linguistic analysis of reflective written texts produced during medical education or practice It explores the topics and communication skills the authors write about how the narratives develop how these texts are shaped what genres influence their composition how relational work surfaces in them and how the writers linguistically create their identities as experts or novices It is clear that both experienced and trainee medics grapple with the place of emotions in their communicative acts and with the idea of what it means to be a doctor The book makes a valuable contribution to genre analysis interpersonal pragmatics and the study of linguistic identity construction and will be essential reading for those involved in teaching doctor patient communication skills

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Naomi Winstone, David Carless, 2019-06-27 Feedback is one of the most powerful influences on student achievement yet it is difficult to implement productively within the constraints of a mass higher education system Designing Effective Feedback Processes in Higher Education A Learning Focused Approach addresses the challenges of developing effective feedback processes in higher education combining theory and practice to equip and empower educators It places less emphasis on what teachers do in terms of providing commentary and more emphasis on how students generate make sense of and use feedback for ongoing improvement Including discussions on promoting student engagement with feedback technology enabled feedback and effective peer feedback this book Contributes to the theory and practice of feedback in higher education by showcasing new paradigm feedback thinking focused on dialogue and student uptake Synthesises the evidence for effective feedback practice Provides contextualised examples of successful innovative feedback designs analysed in relation to relevant literature Highlights the importance of staff and student feedback literacy in developing productive feedback partnerships Supports higher education teachers in further developing their feedback practice Designing Effective Feedback Processes in Higher Education A Learning Focused Approach contributes to the theory and practice of higher education pedagogy by re evaluating how feedback processes are designed and managed It is a must read for educators researchers and academic developers in higher education who will benefit from a guide to feedback research and practice that addresses well recognised challenges in relation to assessment and feedback

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## **Table of Contents Samples Of Students Reflective Essay Using Gibbs**

1. Understanding the eBook Samples Of Students Reflective Essay Using Gibbs
  - The Rise of Digital Reading Samples Of Students Reflective Essay Using Gibbs
  - Advantages of eBooks Over Traditional Books
2. Identifying Samples Of Students Reflective Essay Using Gibbs
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Samples Of Students Reflective Essay Using Gibbs
  - User-Friendly Interface
4. Exploring eBook Recommendations from Samples Of Students Reflective Essay Using Gibbs
  - Personalized Recommendations
  - Samples Of Students Reflective Essay Using Gibbs User Reviews and Ratings
  - Samples Of Students Reflective Essay Using Gibbs and Bestseller Lists
5. Accessing Samples Of Students Reflective Essay Using Gibbs Free and Paid eBooks

- Samples Of Students Reflective Essay Using Gibbs Public Domain eBooks
  - Samples Of Students Reflective Essay Using Gibbs eBook Subscription Services
  - Samples Of Students Reflective Essay Using Gibbs Budget-Friendly Options
6. Navigating Samples Of Students Reflective Essay Using Gibbs eBook Formats
    - ePub, PDF, MOBI, and More
    - Samples Of Students Reflective Essay Using Gibbs Compatibility with Devices
    - Samples Of Students Reflective Essay Using Gibbs Enhanced eBook Features
  7. Enhancing Your Reading Experience
    - Adjustable Fonts and Text Sizes of Samples Of Students Reflective Essay Using Gibbs
    - Highlighting and Note-Taking Samples Of Students Reflective Essay Using Gibbs
    - Interactive Elements Samples Of Students Reflective Essay Using Gibbs
  8. Staying Engaged with Samples Of Students Reflective Essay Using Gibbs
    - Joining Online Reading Communities
    - Participating in Virtual Book Clubs
    - Following Authors and Publishers Samples Of Students Reflective Essay Using Gibbs
  9. Balancing eBooks and Physical Books Samples Of Students Reflective Essay Using Gibbs
    - Benefits of a Digital Library
    - Creating a Diverse Reading Collection Samples Of Students Reflective Essay Using Gibbs
  10. Overcoming Reading Challenges
    - Dealing with Digital Eye Strain
    - Minimizing Distractions
    - Managing Screen Time
  11. Cultivating a Reading Routine Samples Of Students Reflective Essay Using Gibbs
    - Setting Reading Goals Samples Of Students Reflective Essay Using Gibbs
    - Carving Out Dedicated Reading Time
  12. Sourcing Reliable Information of Samples Of Students Reflective Essay Using Gibbs
    - Fact-Checking eBook Content of Samples Of Students Reflective Essay Using Gibbs
    - Distinguishing Credible Sources
  13. Promoting Lifelong Learning
    - Utilizing eBooks for Skill Development

- Exploring Educational eBooks

#### 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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