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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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Julio Gimenez



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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 **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 *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 Writing for Nursing and Midwifery Students Julio Gimenez, 2024-02-08

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Essay Writing MunLing Shields,2010-02-16 Essay Writing is a student guide with a mission to enable students to write better essays and get the grades they deserve by demystifying the essay writing process MunLing Shields places essay writing within the larger university experience for students In a clear and easy to understand way the author guides the reader through the process of writing successful university essays by looking at essay writing in the context of academic communication academic culture and different learning styles and approaches This book Helps students study more independently and learn more meaningfully to write better essays Offers invaluable insights into the way tutors see essays Explains why essays are set and how to understand the rationale behind them Demonstrates how best to approach answering the question This highly accessible book offers practical in depth guidance on each of the stages of the essay writing process planning drafting and editing and relates them to the important sub skills of information gathering reading academic texts how to get the most out of lectures referencing and citations and fluency and appropriateness of style and language An excellent guide for students new to writing essays at university David Ellicott Senior Lecturer in Youth Justice and Youth Studies Nottingham Trent University SAGE Study Skills are essential study guides for students of all levels From how to write great essays and succeeding at university to writing your undergraduate dissertation and doing postgraduate research SAGE Study Skills help you get the best from your time at university Visit the SAGE Study Skills hub for tips quizzes and videos on study success

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practical guide on the effective use of assessment It includes the use of assessment tools and pedagogical design that help students deepen their learning Major issues on assessment and some excellent examples are presented as a useful resource to university teachers in enhancing teaching and students learning Ethics in Clinical Practice Georgina

Hawley,2014-09-09 An easy to understand text which at the same time reflects contemporary health care practice emphasising inter professional care and cultural sensitivity to clients or patients Discussing common ethical problems in all aspects of interdisciplinary clinical practice and presents both sides of any ethical issue Case studies throughout make ethical issues applied and relevant to your clinical practice so that you can understand how you can apply ethics in everyday situations including Primary Care Mental Health Complex Care The book is packed with activities and pointers on professional development and contains advice on keeping a reflective journal *The Complete Guide to Studying for your Social Work Degree* Patricia Cartney,Jane Bottomley,Steven Prymachuk,2025-04-18 A one stop guide for social work students that offers extensive study support and skills development In this comprehensive guide we cover four key areas all tailored specifically for social work Studying for your Social Work Degree Academic Writing and Referencing Communication Skills and Critical Thinking Skills The compendium includes up to date coverage of all the relevant study skills required to succeed in a social work degree including the structure and culture of a social work degree adopting a reflective and critical approach and how to find your academic voice This book is also packed with tasks and numerous examples to aid student understanding so learners can feel confident that they are fully equipped with all they need to maximise their potential

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further develop students understanding this book is essential reading for any undergraduate on a Criminological Research Methods or Research Skills course or for anyone in need of practical guidance on any or all of the various stages involved in conducting thorough and effective criminological research **Developing Reflective Practice** Andy Grant, Judy McKimm, Fiona Murphy, 2017-04-11 The ability to reflect on practice is a fundamental component of effective medical practice In a sector increasingly focused on professionalism and patient centred care Developing Reflective Practice is a timely publication providing practical guidance on how to acquire the reflective skills necessary to become a successful clinician This new title draws from a wide range of theoretical and practical multidisciplinary perspectives to assist students practitioners and educators in embedding reflection in everyday activities It also offers structures and ideas for more purposeful and meaningful formal reflections and professional development Developing Reflective Practice Focuses on the developing practitioner and their lifelong learning and the development of professional identity through reflection Provides practical how to information for students practitioners and educators including realistic case examples and practice based hints and tips Examines and explains the theoretical and conceptual approaches to reflective practice including its models and frameworks *How to Succeed on Nursing Placements* Karen Elcock, 2020-01-27 Feel confident and fully prepared on your nursing placements with this invaluable guide to one of the most important aspects of your nursing course Covering the what why and how in easily accessible language this book explores the common challenges faced by nursing students on placement and gives you practical advice on how to overcome them Written by a team of experienced lecturers and nurses the book covers everything from developing resilience to reflecting on your experience and preparing for employment enabling you to make the most of your time on placement Key features Fully mapped to the new NMC standards of proficiency for registered nurses 2018 Case studies activities and other learning features help you translate the theory to practice A practical guide to help you gain the most from your placement **The Student Assessment Handbook** Lee Dunn, Chris Morgan, Meg O'Reilly, Sharon Parry, 2003-12-16 A guide to current practice in assessment particularly for those professionals coming to terms with new pressures on their traditional teaching practices Increased use of IT flexible assessment methods and quality assurance all affect assessment and the need to diversify and adapt traditional assessment practices to suit new modes of learning is clearer than ever The Student Assessment Handbook looks at the effectiveness of traditional methods in the present day and provides guidelines on how these methods may be developed to suit today s teaching environments It is a practical resource with case studies reflection boxes and diagnostic tools to help the reader apply the principles to everyday teaching The book provides advice on a wide range of topics including assessing to promote particular kinds of learning outcomes using meaningful assessment techniques to assess large groups the implications of flexible learning on timing and pacing of assessment the pros and cons of online assessment tackling Web plagiarism and the authentication of student work mentoring assessment standards assessing generic skills and quality assurance Academic

Writing and Referencing for your Nursing Degree Jane Bottomley, Steven Prymachuk, 2025-02-28 Invaluable jargon free guide for anyone doing a nursing degree providing study support and helping you to improve your academic writing and referencing skills Academic Writing and Referencing for your Nursing Degree provides you with a sound knowledge and understanding of what constitutes good academic writing in nursing a range of strategies for writing successful essays and reports the importance of clarity and coherence in your writing about nursing how to improve your academic style grammar and punctuation and formatting and presentation referencing conventions in the field of nursing and of how to avoid plagiarism If you are embarking on a university nursing degree the books in our Critical Study Skills for Nursing series will help you acquire and develop the knowledge skills and strategies you need to achieve your goals They provide support in all areas important for university study including institutional and disciplinary policy and practice self management and research and communication Tasks and activities are designed to foster aspects of learning which are valued in higher education including learner autonomy and critical thinking and to guide you towards reflective practice in your study and work life

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Academic Writing and Referencing for your Social Work Degree Jane Bottomley,Steven Prymachuk,Patricia Cartney,2025-02-28 If you are embarking on a university social work degree the books in this series will help you acquire and develop the knowledge skills and strategies you need to achieve your goals They provide support in all areas important for university study including institutional and disciplinary policy and practice self management and research and communication Tasks and activities are designed to foster aspects of learning which are valued in higher education including learner autonomy and critical thinking and to guide you towards reflective practice in your study and work life Academic

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