

Gibbs Reflective Cycle

STAGE 1: Description.

-This stage is about describing the experience. In this section, you state what happened, this could include new experiences, whether personal, professional or academic. Stating the experience or activity is necessary, because it is a factual description of events. Only the facts about what happened with the experience/event should be included in this section. It can include factors such as describing an activity which the individual had an active role in, or if an incident happened when you were playground monitor. It would be beneficial to reflect on an activity where you were placed with an obstacle which you had to overcome, and whether you were able to successfully or unsuccessfully solve the problem.

STAGE 2: Feelings

Unlike a lot of reflective cycles Gibb's reflective cycle includes an aspect of your personal feelings during this reflective experience. This is because as part of Gibb's theory of reflection, he believes that personal feelings influence a situation and how an individual would reflect on the experience. In the feelings section, you would describe how you felt during the experience, whether you noted any strengths or weaknesses of your own personal role whilst conducting the experience/activity. This is an important part of the reflective cycle because it includes your own personal view on your development. However, this section is not always effective for reflection because as it includes your own personal feelings, an individual can make assumptions on how the experience went, rather than it being based on factual events. Including feelings as part of a reflective cycle therefore creates the reflection to be a subjective cycle, opposed to using objectivity that creates an outsiders perception of an event.

STAGE 3: EVALUATION

Within this section it is important to state whether you were able to overcome the obstacle, or if you were unable to problem solve. As part of evaluating the reflective experience it is important to state any positive or negatives of the situation. Were you unprepared for something that occurred, but were you able to positively solve the situation? Or did you require any additional support? Was the activity/experience concluded in a beneficial way, or would you be required to conduct it in a different manner if it was to happen again? Here you simply state the good and bad aspects of the reflective experience, it is important to include both positive and negative parts because both are necessary to show learning and development in your professional role.

STAGE 4: Analysis

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Bella Ross



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The Student's Guide to Reflective Writing Martin McMorrow, 2024-03-21 From your studies to your career reflection and reflective writing is a key skill for personal and professional development However reflective writing requires a different approach to essays or reports it can be difficult to know how to accomplish it Written in a supportive and inclusive tone The Student's Guide to Reflective Writing is an ideal resource for anyone faced with reflective writing assignments It provides clear and practical advice on every step of the process showing you how to Record your experiences Choose what to write about Structure your assignment Write reflectively using appropriate tone and language and Incorporate theory and refer to professional skills and competencies Throughout the book there are a wealth of practice tasks and detailed examples of reflective writing from a range of disciplines It also contains a glossary of sentence structures to help you get started and build your confidence This hands on and supportive guide equips you with the skills to write critically reflectively and successfully

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

Psychology in Everyday Life , 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

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Referencing for your Education Degree Jane Bottomley, Steven Prymachuk, David Waugh, 2025-02-28 If you are embarking on a university based education degree including initial teacher training 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 Writing and Referencing for your Education Degree provides you with a sound knowledge and understanding of what constitutes good academic writing in education a range of strategies for writing successful essays and reports the importance of clarity and coherence in your writing about education how to improve your academic style grammar and punctuation and formatting and presentation referencing conventions in the field of education and of how to avoid plagiarism **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 The Routledge International Handbook of Social Work Teaching

Jarosław Przeperski, Rajendra Baikady, 2024-04-09 This handbook is a comprehensive text on social work education based on the narratives of social work educators practitioners and researchers from Asia and the Pacific North and South America Australia and Oceania and Europe It discusses innovations challenges pedagogy and tested methods of social work teaching at various levels of educational programmes The volume Examines key concepts that underpin debates concerning social work teaching research and practice Brings out key concerns debates and narratives concerning various teaching learning and pedagogical methods from different countries Documents principal perspectives of different stakeholders involved in social work education from educators and practitioners to novice social workers The Routledge International Handbook of Social Work Teaching will be an effective instrument in informing policy decisions related to social work teaching and pedagogy at the global and local levels It will be essential for educators researchers and practitioners within social work institutions and for professional associations around the world **Your Social Work Practice Placement** Ian

Mathews, Diane Simpson, Karin Crawford, 2013-12-06 Embarking on a first practice placement can be an anxious experience for social work students This textbook takes them step by step through the process holding their hand through preparation

for practice modules and during the course of the placement itself Focusing on practicalities knowledge values and skills the authors guide students through the challenges they may face Chapters include numerous real life case examples which reflect a range of varying placement contexts including different settings service user groups locations and areas of practice The book will help students become confident on placement and lead to rich placement experiences which will benefit them throughout the rest of their degree and upon entry to the profession Your Social Work Practice Placements is essential reading for all social care students

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 Assessment Rubrics: Student Awareness of What and How They Learn Gonsalves, Chahna, Pearson, Jayne, 2023-08-14 Assessment by rubrics has emerged as a tool with great potential to guide successful student learning from a competency based approach Rubrics as instruments that make it possible to share the criteria for carrying out learning and assessment tasks with students are excellent roadmaps for student learning largely because they allow students to know what they are expected to do and what they are expected to achieve by carrying out the learning tasks Improving Learning Through Assessment Rubrics Student Awareness of What and How They Learn contributes to the improvement of what is being evaluated by identifying the strengths as well as the weaknesses of the didactic use of rubrics in the assessment of university 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

Critical Thinking and Writing in Nursing Bob Price,2021-03-24 Critical thinking and writing is central to effective nursing practice Written specifically for nursing students this book offers practical guidance on what it means to think critically as a nurse and how to apply this to study and practice From critically reviewing literature for assessments to evaluating evidence to support decision making in practice the book provides a unique framework for developing essential critical skills Key features A new chapter on Writing the Clinical Case Study along with new guidance on how to become a successful independent learner advice on managing information overload and many more updates and enhancements on the previous edition Each chapter is mapped to the 2018 NMC standards Filled with activities and student case studies demonstrating how to apply critical thinking and reflection in practice Innovative approach that introduces the different levels of critical thinking and reflection required of degree level study

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

Writing for Social Work Lucy Rai,2021-02-03 Writing is an important skill not just for a social work degree but also as an integral part of practice Social workers need to be able to write effectively in a range of formats for different contexts Equipping students with guidance on both academic and assessed writing and writing in social work practice this book will use case studies and examples to develop their ability to plan and respond to the challenges of new and familiar writing tasks

Developing Effective Assessment in Higher Education: A Practical Guide Sue Bloxham,Pete Boyd,2007-10-16 As an overview Developing Effective Assessment in Higher Education makes a very useful contribution to assessment literature providing a publication that is relevant and accessible to practitioners whilst giving rigorous exploration of issues associated with student assessment It should find a readership on that basis and will be welcomed as a considered and insightful contribution to the literature on student assessment Higher Education Review What are the main issues when considering the design and management of effective assessment strategies for academic programmes How should lecturers design and use assessment in university so that it helps students to learn as well as judging their achievement How can students be prepared for assessment including peer self and group assessment This book provides comprehensive practical guidance on managing and

improving assessment within higher education It tackles all stages in the assessment cycle including Assessment design Preparing students for assessment Marking and moderation Providing feedback Quality assurance It also provides a concise introduction to the research literature on assessment which will inform practice debate programme enhancement and practitioner research within university departments teaching teams and courses for higher education teachers The practical guidance in the book is substantiated with reference to relevant research and policy In particular it considers how the different purposes of assessment create conflicting demands for staff often characterised by the tension between attempting to support student learning whilst meeting imperatives for quality assurance and demonstrable maintenance of standards Issues are debated using concrete examples and workable solutions are illustrated Consideration is also given to the management of assessment as well as to how new technologies might be used to develop assessment methods and enhance student learning Developing Effective Assessment in Higher Education is key reading for both new and experienced lecturers programme leaders and academic developers and will enhance their efforts to use assessment to improve students learning as well as to grade them fairly reliably and efficiently

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