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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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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 interdisciplinary 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

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This book provides a 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. *Criminological Skills and Research for Beginners* Laura Caulfield, Jane Hill, 2025-02-28 *Criminological Skills and Research for Beginners* Third Edition is a comprehensive and engaging guide to research methods in Criminology and the skills required for academic success. Written primarily for undergraduate students and novice researchers, this book has been designed as a lively and accessible guide to planning, conducting and reporting research in the subject. It emphasises practical skills required in studying Criminology, the importance of criminological research and places related methodology firmly in the context of students' broader study of the discipline before moving on to provide a detailed guide to the actual processes of research that students can return to at each stage of their study all the way through to their dissertation. This book presents an examination of the theoretical, political and ethical debates in criminological research, a complete guide to planning criminological research, assisting student researchers in identifying their research questions, choosing their research methods and critiquing the available literature, guidance on the practicalities and processes of collecting data, contemporary examples and case studies, a discussion of the process of analysing data and writing up research. New to the third edition is a brand new chapter on using online and social media data sources. This edition also includes new coverage of mixed methods approaches, preparing a research proposal, a spotlight on researcher well being and guidance on writing reflective essays. Including an extensive glossary and online support material with extra

examples exercises and videos to 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

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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

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