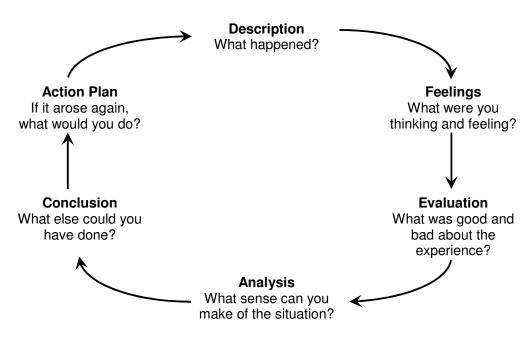
Using a model of reflection

When writing your portfolio of practice you will be expected to include a piece of reflection after each placement. This reflection must relate to situations in your clinical work where you feel you have learnt something that is of value to your practice and future career. It maybe a positive experience where something went well or a negative one where you need to think about what has happened. From each piece of reflection you must identify what you have learned from the experience and how this relates to the theory that you have been taught or researched. To help you with this reflection there are several models that might be useful to help guide your reflection. You can choose any that you feel will help you. You only need to use one model. The ones that we recommend are the following, however there are many more in the literature that you might want to use and references are included for some of these.

Gibbs' model of reflection (1988)



(Gibbs 1988)

Johns' model of reflection (1994)

The following cues are offered to help practitioners to access, make sense of, and learn through experience.

Description

Write a description of the experience What are the key issues within this description that I need to pay attention to?

Reflection

What was I trying to achieve? Why did I act as I did? What are the consequences of my actions?

- For the patient and family
- For myself
- For people I work with

How did I feel about this experience when it was happening? How did the patient feel about it? How do I know how the patient felt about it?

Influencing factors

What internal factors influenced my decision-making and actions? What external factors influenced my decision-making and actions? What sources of knowledge did or should have influenced my decision making and actions?

Alternative strategies

Could I have dealt better with the situation? What other choices did I have? What would be the consequences of these other choices?

Learning

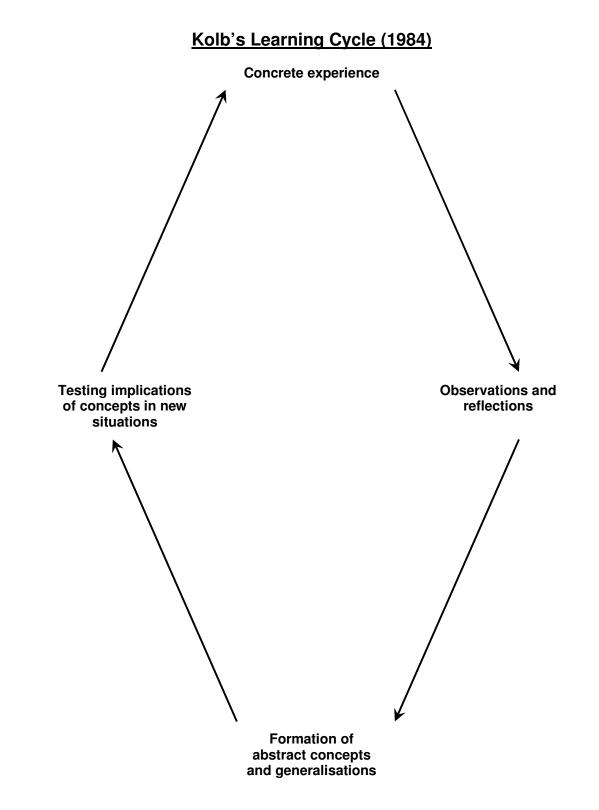
How can I make sense of this experience in light of past experience and future practice?

How do I NOW feel about this experience?

Have I taken effective action to support myself and others as a result of this experience?

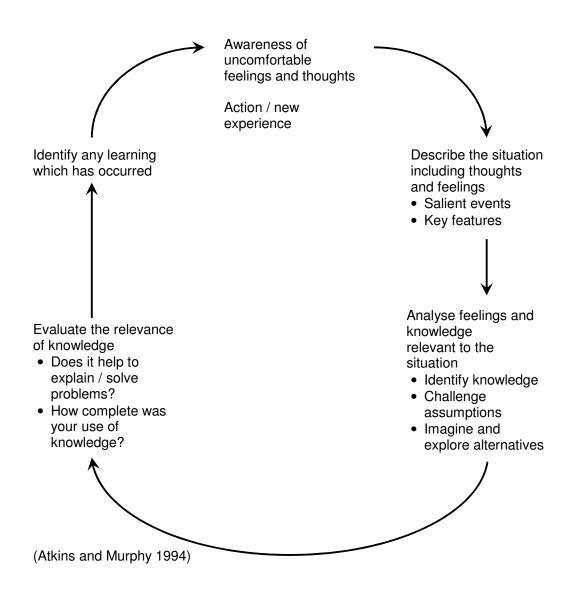
How has this experience changed my way of knowing in practice?

(Johns, C. 1994)



(Kolb 1984)

Atkins and Murphy's model of reflection (1994)



If you wish to review other models or find out more about reflection the following references may help:

References for Reflection and Reflective Practice

ATKINS, S. and MURPHY, K. (1994) Reflective practice. Nursing Standard, 8(39), pp.49-56.

BOUD, D., KEOGH, R. and WALKER D. (eds) (1985) *Reflection: Turning experience into learning*. New York: Kogan Page.

CHESNEY, M. (1996) Sharing reflections on critical incidents in midwifery practice. *British Journal of Midwifery*, 4(1), pp.8-10.

CROUCH, S. (1991) Critical incident analysis. Nursing, 4(37), pp.30-31.

GHAYE, T. and LILLYMAN, S. (1997) *Learning Journals and Critical Incidents: Reflective practice for health care professionals.* Dinton: Mark Allen.

GHAYE, T. and LILLYMAN, S. (eds) (2000) *Caring Moments the Discourse of Reflective Practice*. Dinton: Mark Allen.

GHAYE, T., CUTHBERT, S., DANAI, K. and DENNIS, D. (1996) *Learning Through Critical Reflective Practice: Self supported learning experiences for health care professionals.* Newcastle Upon Tyne: Tyne Pentaxion.

GIBBS, G. (1988) *Learning by Doing: A guide to teaching and learning methods*. Oxford: Further Education Unit, Oxford Brookes University.

HADDOCK, J. and BASSETT, C. (1997) Nurses' perceptions of reflective practice. *Nursing Standard*, 11(32), pp.39-41.

JARVIS, P. (1992) Reflective practice and nursing. Nurse Education Today, 12, pp.174-181.

JAY, T. (1995) The use of reflection to enhance practice. *Professional Nurse*, 10(9), pp.593-596.

JOHNS, C. and GRAHAM, J. (1996) Using a reflective model of nursing and guided reflection. *Nursing Standard*, 11(2), pp.34-38.

KOLB, D.A. (1984) *Experiential Learning: Experience as the source of learning and development*. New Jersey: Prentice Hall.

LARRIVEE, B. (2000) Transforming teaching practice: becoming the critically reflective teacher. *Reflective Practice*, 1(3), pp.293-308.

MAICH, N., BROWN, B., and ROYLE, J. (2000) 'Becoming' through reflection and professional portfolios: the voice of growth in nurses. *Reflective Practice*, 1(3), pp.309-324.

MEZIROW, J. (1981) A critical theory of adult learning and education. *Adult Education*, 32(1), pp.3-24.

MINGHELLA, E. and BENSON, A. (1995) Developing reflective practice in mental health nursing through critical incident analysis. *Journal of Advanced Nursing*, 21, pp.205-213.

SCHON, D.A. (1983) The Reflective Practitioner. London: Temple Smith.