

Structured learning  
programme and workbook



Value Life



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# Section one

## Reflective practice

### What is reflective practice?

#### Reflective practice can be defined as

- 'The ability to reflect on one's actions so as to engage in a process of continuous learning' (Schön, Donald A, 1983)
- A conscious look at emotional experiences, actions, and responses, and using that information to add to his or her existing knowledge base and reach a higher level of understanding. (Paterson, Colin; Chapman, Judith 2013)
- 'Reflective practice also means taking our experiences as a starting point for our learning and developing our practice (Jasper, 2003).

#### Rationale for reflective practice

- A key rationale for reflective practice is that experience alone does not necessarily lead to learning; deliberate reflection on experience is essential (Loughran, J. John 2002 and Cochran-Smith et al 1999)
- It involves 'paying critical attention to the practical values and theories which inform everyday actions, by examining practice reflectively and reflexively'. This leads to developmental insight' (Bolton, Gillie (2010) [2001]).

#### Why is reflective practice important?

- Reflective practice is an important tool in practice-based professional learning settings where healthcare professionals learn from their own professional experiences. Bringing together theory and practice; through reflection a person is able to see and label forms of thought and theory within the context of his or her work ( McBrien, Barry July 2007)
- It allows an objective to look at our practice to improve the quality of our performance at work
- It can be used to ensure that healthcare professionals are continuing with their daily learning and improving their practice
- It helps recognise the strength and weakness so we enhance development
- It enables us to apply skill of reflection to CPD cycle
- Reflective practice can develop greater levels of self-awareness about themselves as practitioners and as people, leading to opportunities for professional development and personal growth (Atwal and Jones 2009)
- If there is a commitment to this action, it can improve practice and transform healthcare (Driscoll 2006).

# Section two

## Types of reflection

### Types of reflective practice

Based on the Schon Model (1991) it can be defined in two categories:

- Reflection-in-action
- Reflection-on-action.

### Reflection-in-action

- Can be termed as coming across situations and problems which may require thought and problem solving in the midst of practice
- It can be described also as 'thinking whilst doing'.

### Reflection-on-action

- Involves revisiting experiences and further analysing them to improve skills and enhance future practice.

### Example types of reflective models

- Driscoll (2007)
- Gibbs (1988)
- Schon (1991)
- Rolfe et al (2001)
- Johns (1995)
- Kolb (1984)
- Atkins and Murphey (1993)
- Brookfield (1995)
- Mezirow (1981)

# DIFFERENT REFLECTIVE MODELS

## DRISCOLL MODEL OF REFLECTION

Driscoll Model of Reflection is one of the simplest models you will ever come across. It was developed by Driscoll in 1994, 2004 and 2007. Basically, Driscoll studied the three stem questions which were initially asked by Terry Boston in 1970, they were:

**What?**

**So what?**

**Now what?**

## GIBBS MODE OF REFLECTION

You can consider it as one of the most complicated models of reflection. However, if you are looking for a promising and reassuring model, Gibbs can serve the purpose.

## SCHÖN MODE OF REFLECTION

Schön explained reflection-on-action (a cognitive post-mortem post the situation) and reflection-in-action (in the moment puzzlement and surprise) is a widely accepted model.

## ROLFES ET AL'S FRAMEWORK

The Rolfe et al's Framework for reflection can be too complex for a new learner who is just trying to be familiar with reflection. It is based on three stages: What, So what? and Now what? These questions help in an in-depth analysis. All three levels would be action-oriented.

## JOHN'S MODEL FOR REFLECTION

The Johns' Model for structured reflection is an organisational model. It examines the given situation in the context of relevant environment. It also offers prompt questions which are easy to be followed. They can be followed in any order.

## KOLB REFLECTIVE CYCLE

The Kolb Reflective Cycle Model of reflection consists of points like making a judgement, testing things out, asking how/why etc. So, this one can be good for beginners. The criticisms of this model can be a superficial reflection.

## ATKINS AND MURPHY MODEL

The Atkins and Murphy Model is good to use if you are willing to get deeper reflections. If you want to build reflections on your past experiences it is a good model to rely on. This model pushes the researcher to consider assumptions.

## BROOKFIELD MODEL OF REFLECTION

The Brookfield Model of Reflection has a kind of similarity to the Driscoll Model of Reflection. It is considered as a personal development model. This is because it analyses the given situation from varied perspectives.

## MEZIROW MODEL OF LEARNING

The Mezirow Model of Learning was developed in 1981. Though it has been revised until 1997 with increasing complexity. This model involves deep reflection and critical evaluation of the assumptions of the researcher.

# Models of reflection

## Driscoll (2007)

### Objectives

- 'What?'
- 'So what?'
- 'Now what?'

### What?

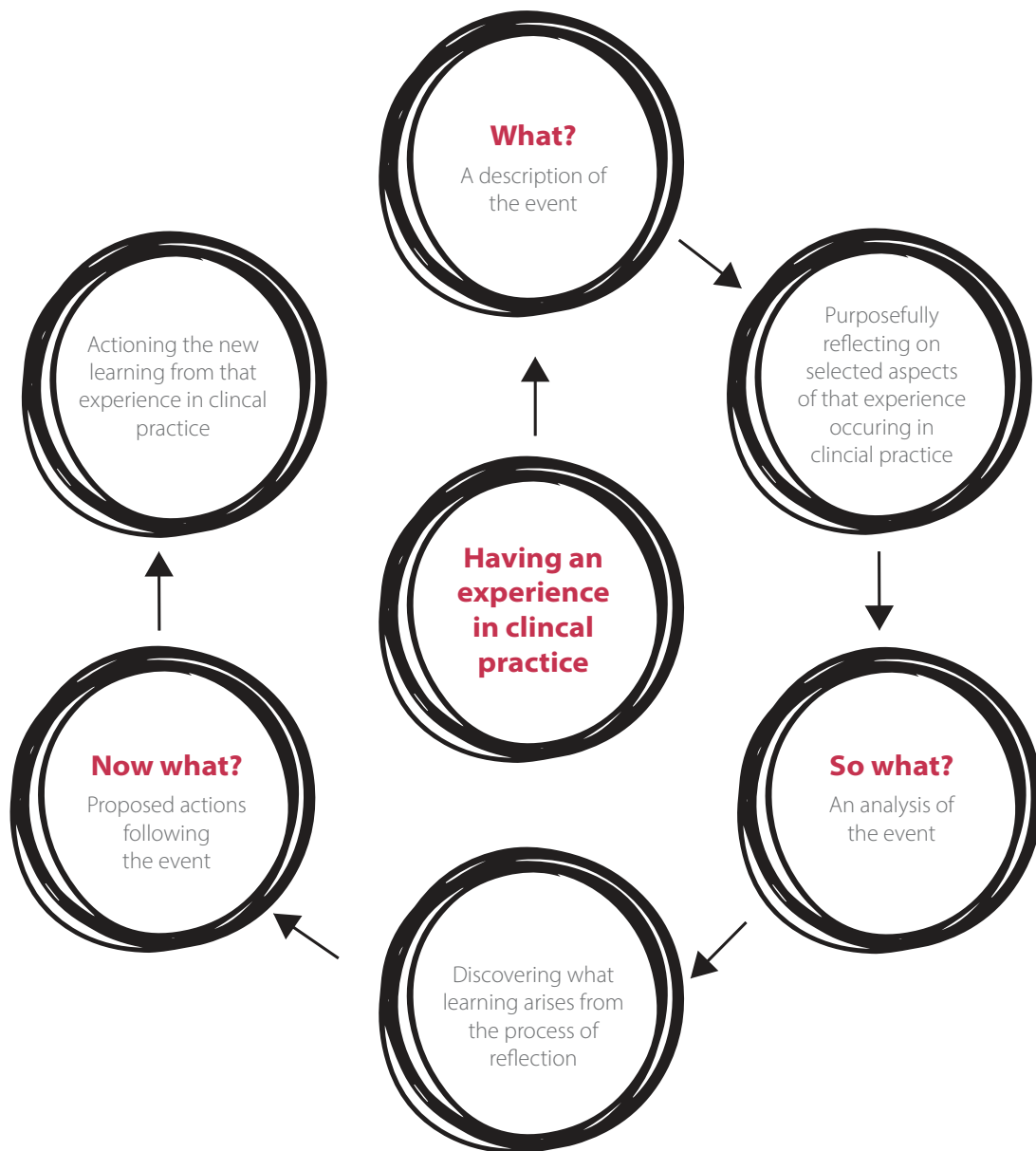
1. What is the motive of returning to this experience or situation?
2. What exactly happened?
3. What did you see?
4. What did you do?
5. What was your reaction?
6. What was the reaction of other people?
7. What are the key aspects of this situation?

### So what?

1. What were you feeling at the time of the incident?
2. What are you feeling now?
3. Are there any differences and, if so, why?
4. What was the impact of your reaction (or stagnancy)?
5. What positives emerged from the situation?
6. What is troublesome if anything?
7. What were your experiences in comparison to others?
8. What are the main reasons for feeling differently from other people?

### Now what?

1. What are the effects for you?
2. What should happen to alter the situation?
3. What are you planning to do in the situation?
4. What will happen if you will not alter anything?
5. What might you do differently if faced with a similar situation again?
6. What is the required information do you need to face the same situation again?
7. What are the best ways of getting information about the situation should it arise again?



# Gibbs (1988)

By using the Gibbs Cycle, we can think about the ways to bring improvements by assessing the actions on past situations.

**The Gibbs Model of Reflection encompasses the following:**

- Description
- Feelings
- Evaluation
- Analysis
- Conclusions
- Actions

## Description

- What actually happened?
- Where did the incident take place?
- When did the incident happen?
- What were the reasons for it?
- Why were you there?
- What were the measures you took as a reaction?
- Were there any other people when it happened? If yes, who?
- Did any of them give a reaction? How?
- What did you do?
- How did things change and what happened at the end?

## Feelings

- How readers may have felt about the incident?
- What did you feel when the incident was yet to happen?
- What were you feeling while it was taking place?
- Did your reaction change by the end of the incident?

## So what?

- What are the effects for you?
- What should happen to alter the situation?
- What are you planning to do in the situation?
- What will happen if you will not alter anything?
- What might you do differently if faced with a similar situation again?
- What is the required information you need to face the same situation again?
- What are the best ways of getting information about the situation should it arise again?

## Evaluation

- What are the factors which worked well?
- Which ones are the positives and negatives of the whole situation?
- What were the things that went well and what didn't work out?



## Analysis

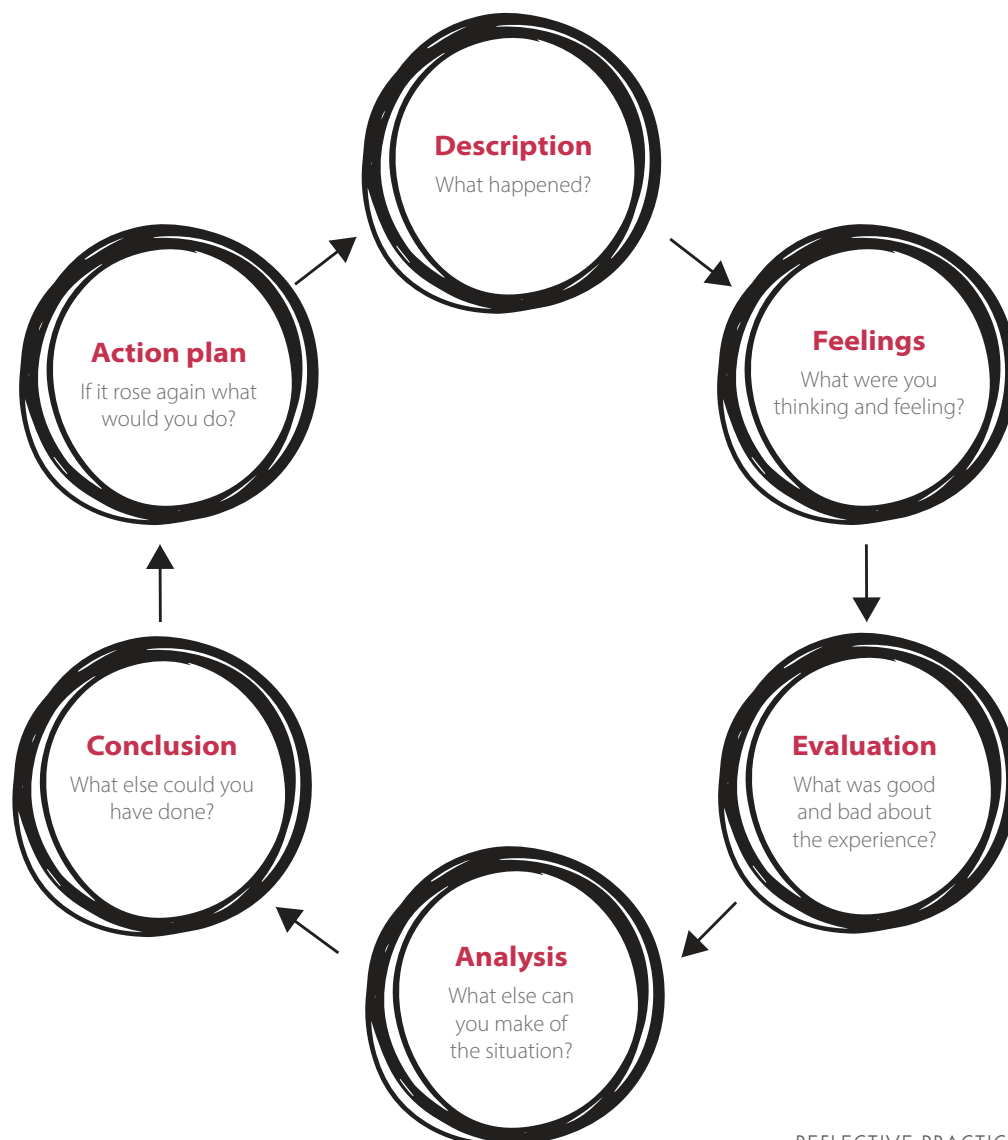
- Think about what is hampering the circumstance
- What were the factors that helped with the situation?

## Conclusion

- Thinking about the other possible things you could have done in that situation
- What are the skills or habits you will need to develop to cope with the situation in a better way?
- How differently or similarly would you react to the same circumstances in the future?
- In case of negative results, what would you do?
- How can you avoid negative outcomes?
- In case of positive results, how can you make it even better for yourself and the people around you?

## Actions

- How can the situation be managed to bring improvement?
- Is there a way to manage the situation or issue more effectively?



# Schön (1991)

Schön (1991) presented the concept of 'reflection-in-action' and 'reflection on action':

## Reflection-in-action

- Experience
- Thinking on your feet
- Thinking about what next action plan
- Action immediately.

## Reflection-on-action

- Thinking about something that has happened
- Thinking what you would do differently next time.

### **Reflection-in-action** **(at the time the event is happening)**

- The experience itself
- Thinking about it during the event
- Deciding how to act at the time
- Acting immediately

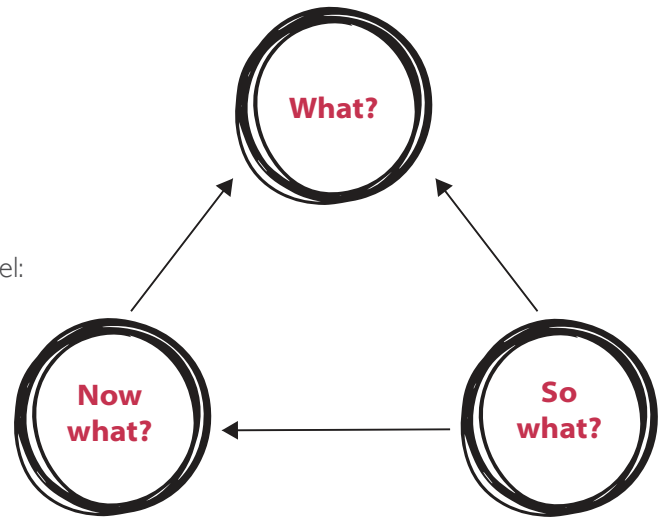
### **Reflection-on-action** **(after the event)**

- Reflecting on something that has happened
- Thinking about what you might do differently if it happened again
- New information gained and/or theoretical perspectives from study that inform the reflector's experience are used to process feelings and actions. Acting immediately.

## Rolfe et al (2001)

Rolfe reflection can also be considered to be a simplistic model:

- What?
- So what?
- Now what?



### What?

- What happened?
- What did you observe?
- What were your initial expectations?
- What is the problem/difficulty/reason for being stuck/reason for feeling bad/reason pupils don't get on?
- What was my role in the situation?
- What was I trying to achieve?
- What actions did I take?
- What was the response of others?
- What were the consequences for the student? Myself? Others?
- What feelings did it evoke in the student? Myself? Others?
- What was good/bad about the experience?

### So What?

- What new skill did you learn?
- What surprised you?
- What did you like/dislike about the experience?
- What does this tell me/teach me/imply/mean about me/my class/others/our relationship/the strategies I am using/my attitudes/my pupils' attitudes?
- What was going through my mind as I acted?
- What did I base my actions on?
- What other knowledge can I bring to the situation?
- What could/should I have done to make it better?
- What is my new understanding of the situation?
- What broader issues arise from the situation?

### Now what?

- What do I need to do to make things better/stop being stuck/improve my teaching/resolve the situation/feel better/get on better/etc., etc.?
- What broader issues need to be considered if this action is to be successful?
- What might be the consequences of this action?
- What seem to be the root causes of the issue addressed?
- What other work is currently happening to address the issue?
- What learning occurred for you in this experience?
- What can you apply?
- What would you like to learn more about, related to this project or issue?
- What follow-up is needed to address any challenges or difficulties?
- What information can you share with your peers or the community?

# Johns model of reflection (1995)

## Johns Model is based on five cue questions

- Description of the experience
- Reflection
- Influencing factors
- Could I have dealt with it better?
- Learning

### Description

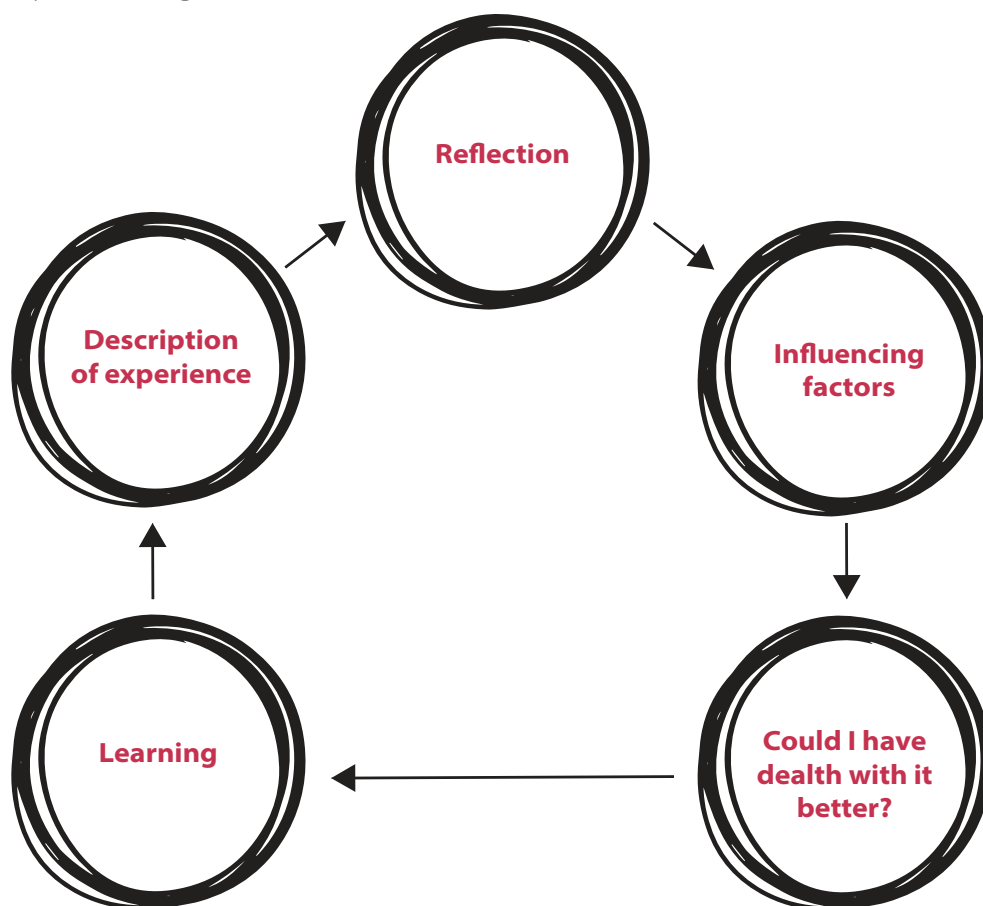
- Describing the experience and what were the significant factors

### Reflection

- What was I trying to achieve and what were the consequences?

### Influencing factors

- What things like internal/external/knowledge affected my decision making?
- Could I have dealt with it better?
- What other choices did I have and what were those consequences?
- What will change because of this experience and how did I feel about the experience and how has this experience changed my ways of knowing?



# Kolb model of reflection (1984)

Kolb's reflective model is referred to as 'experiential learning.' The basis for this model is our own experience. This is reviewed, analysed and evaluated systematically in three stages.

## Concrete experience

- You consciously and physically experience a situation, which makes you realise that you need to reflect systematically to learn something new or improve on your existing skill and practice.

## Reflective observation

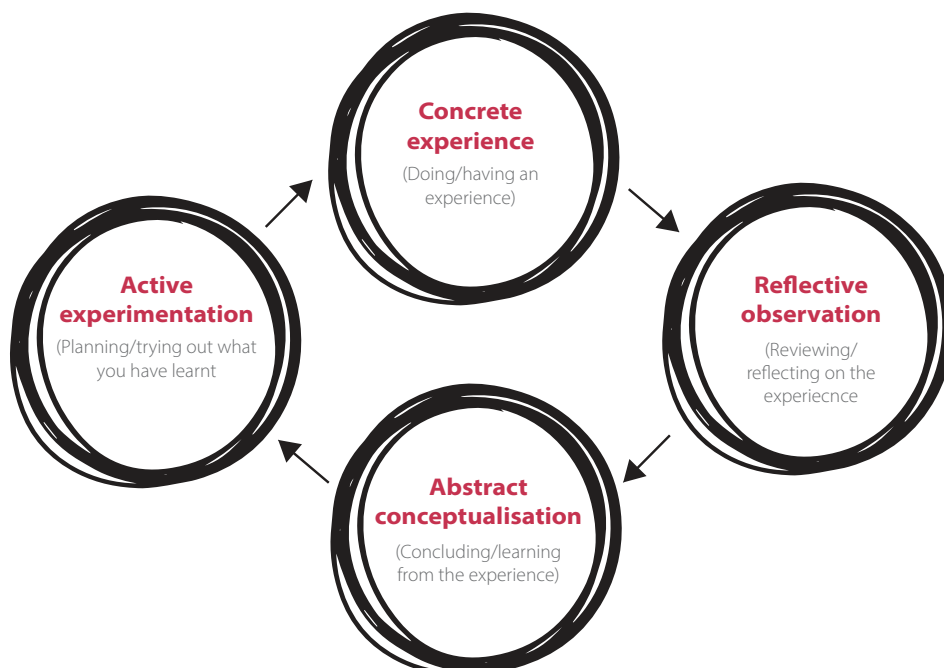
- Writing down the description of the experience and reflecting more deeply on what has happened in that situation
- What worked? What failed? Why did the situation arise? Why did others and myself behave the way I did?

## Now what?

- What could I have done better or differently?
- How can I improve?
- Establishing different ways for dealing with the situations
- Thinking of strategies for when you experience a similar situation again
- Consult colleagues and literature in order to get a better understanding and further ideas.

## Active experimentation

- This stage is now practising the newly acquired theoretical knowledge
- You take your own reflections and thoughts about improvements as well as the theories back into your practice and try out the new strategies
- Some of them will work, others won't, so this is then automatically the basis for the new cycle
- As the experiences within the active experimentation stage become the new "concrete experiences".



## Atkins and Murphey (1993)

The model was created with the intent to study an individual's experience in order to identify points for improvement, also referred to as reflective practice. It includes:

- Awareness
- Describe
- Analyse
- Evaluate
- Identify

### **Awareness:**

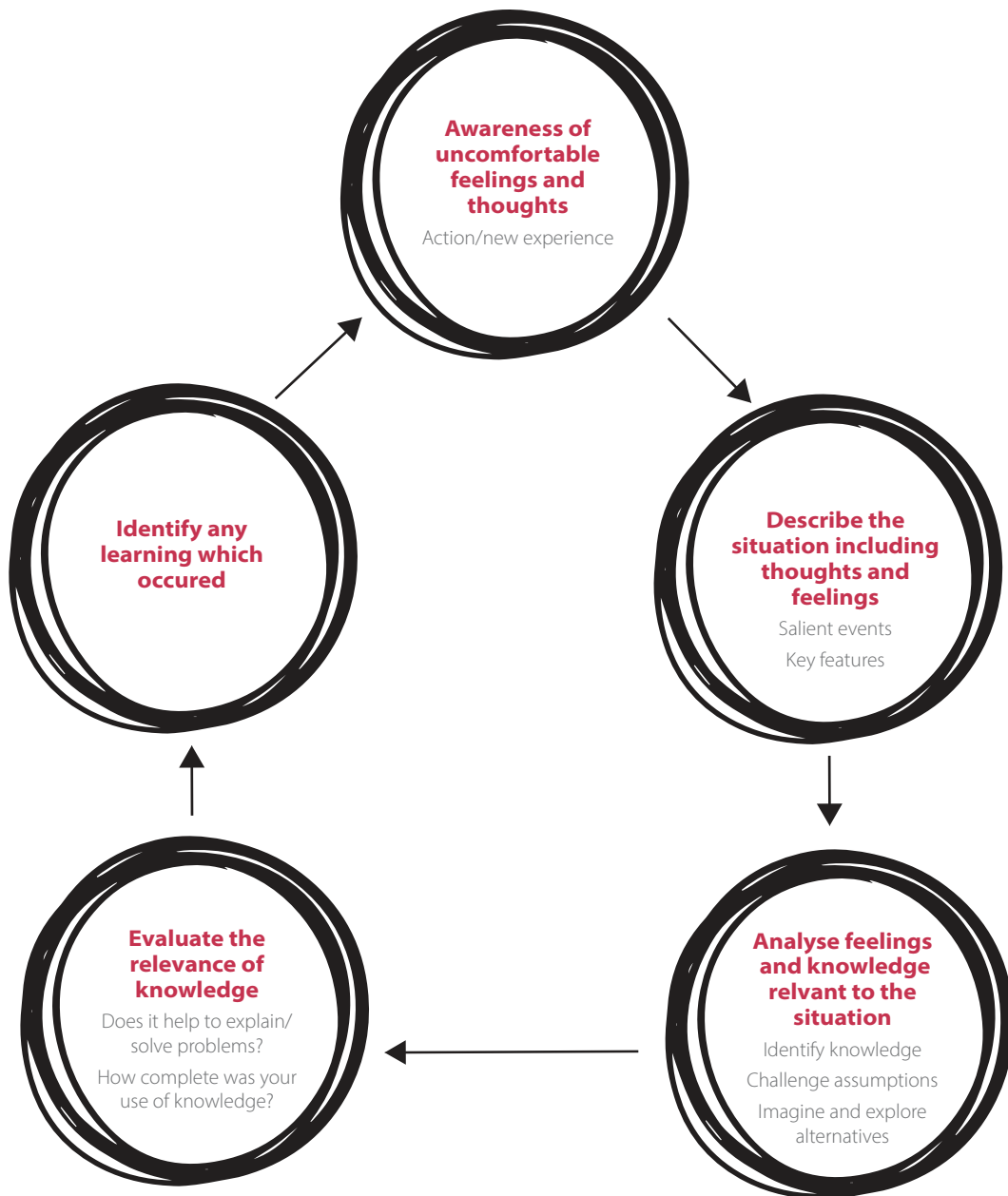
- What happened?
- What influenced my emotions?
- What were my emotions after the situation occurred?
- What was I thinking?
- What am I now thinking looking back at the situation?

### **Describe:**

- What was the event?
- Where was the event?
- When did it happen?
- What was my involvement during the event?
- What did other people do?
- What were the key observations?

### **Analyse:**

- What did I already know about the situation?
- What were my assumptions about the situation?
- How did the reality reflect my assumptions?
- What were the differences?
- How would I react if something else happened?
- In what type of scenarios would the discomfort not occur?



# Brookfield model of reflection (1995)

The basis for this reflective model is the consideration of a situation from different vantage points.

Once you have experienced a situation, which you need to learn from, you need to take a step back and consider this situation through what Brookfield calls “lenses”:

- Autobiographical lens
- Students views
- Colleague views
- Theoretical lens

## Autobiographical lens

- Think about the situation in relation to your own previous experiences and your current reactions and feelings.
- Consider how your personal story and past may have shaped your view of what happened or may have resulted in unwanted physical and emotional reactions and responses.

## Student views

- Try to put yourself in your students' shoes and review the situation by looking at what happened through their eyes
- Consider their reactions and how their stories may have led to the experiences
- Think about how they have experienced the same situation.

## Colleagues views

- At this stage you are asked to include the views of your colleagues in your reflections
- Their experiences and their observations of your work may offer you new insights into what happened and what you can do to improve your work.

## Theoretical lens

- In order to make sense of your experiences and in order to improve your practice you need to consult literature
- Theories will help you gain new insights and better understanding
- At this stage you need to relate your reading to the three other lenses in order to get a full view
- This will then help you to think of new steps to take and of how you can apply theory to your practice.

### SELF

Our autobiographies  
as learners

### STUDENTS

Our students' eyes

### PEERS

Our colleagues' experiences

### SCHOLARSHIP

Theoretical literature



## Principles of reflective practice

- The Nursing and Midwifery Council, The Code: Professional Standards of Practice and Behaviour for Nurses and Midwives
- Reflection allows you to make sense of a situation and understand how it has affected you
- It allows you to identify areas for learning and development to include in your professional development objectives
- It supports sharing and learning from other professionals
- It enables you to consider how you can put changes or improvements into action in your everyday practice.

## Considerations of reflective practice

- What key things did you take away or learn from this experience/feedback?
- How did you address any issues or problems that arose?
- What would you do differently, if anything, next time around?
- How has it impacted on your practice?
- Are there any changes you can quickly apply to your practice?
- Are you able to support yourself and other colleagues better?
- What can you do to meet any gaps in your knowledge, skills and understanding?

# Nursing and Midwifery Council reflective accounts form



## REFLECTIVE ACCOUNTS FORM

You must use this form to record five written reflective accounts on your CPD and/or practice-related feedback and/or an event or experience in your practice and how this relates to the Code. Please fill in a page for each of your reflective accounts, making sure you do not include any information that might identify a specific patient, service user, colleague or other individuals. Please refer to our guidance on preserving anonymity in the section on non-identifiable information in *How to revalidate with the NMC*.

### Reflective account:

**What was the nature of the CPD activity and/or practice-related feedback and/or event or experience in your practice?**

**What did you learn from the CPD activity and/or feedback and/or event or experience in your practice?**

**How did you change or improve your practice as a result?**

### How is this relevant to the Code?

Select one or more themes: Prioritise people – Practise effectively – Preserve safety – Promote professionalism and trust

# Section three

## References and further reading

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