

MODELS OF REFLECTION

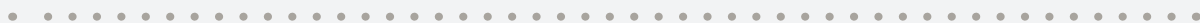


PHYSIOTHERAPY NEW ZEALAND
Kōmiri Aotearoa

.....

CONTENTS

INTRODUCTION	2
GIBBS' REFLECTIVE CYCLE	2
JOHNS' MODEL OF STRUCTURED REFLECTION	3
KOLB'S LEARNING CYCLE	5
ROLFE, FRESHWATER AND JASPER'S FRAMEWORK OF REFLECTIVE PRACTICE	6
REFERENCES	8



INTRODUCTION

Reflection is the conscious exploration of an experience. In order to learn from an experience, you need to reflect on it.

As a learning tool, reflection may be more powerful when you use a structure or framework to guide you.³ There are many models and tools of reflection available to help you engage in the process. All of them can assist you to move out of 'auto-pilot' in your practice. Because reflection is ongoing, and you take the learning from one reflection forward into your practice and future experiences, most of the models are represented as a cycle.⁴

It is important that you choose the model that works best to help you to learn from your reflection. You may need to try one or two before you find a model that resonates with you. Four models are presented here to help you to develop your reflection skills. We encourage you to select one and apply the structure and questions next time you are reflecting.



GIBBS' REFLECTIVE CYCLE

Gibbs developed his reflective cycle from an educational perspective.⁵ It is a popular model to assist with reflective practice. It can be applied to reflection on any type of experience, but is particularly useful to assist you to learn from everyday situations.⁶

Gibbs' reflective cycle encourages you to think systematically about the experience. It contains six stages, and poses a key question to consider at each stage.⁷ It asks you for a clear description of the situation, and then leads you through the reflection and learning, to plan what you would do if the situation arose again.⁶



GIBBS' REFLECTIVE CYCLE WITH QUESTIONS

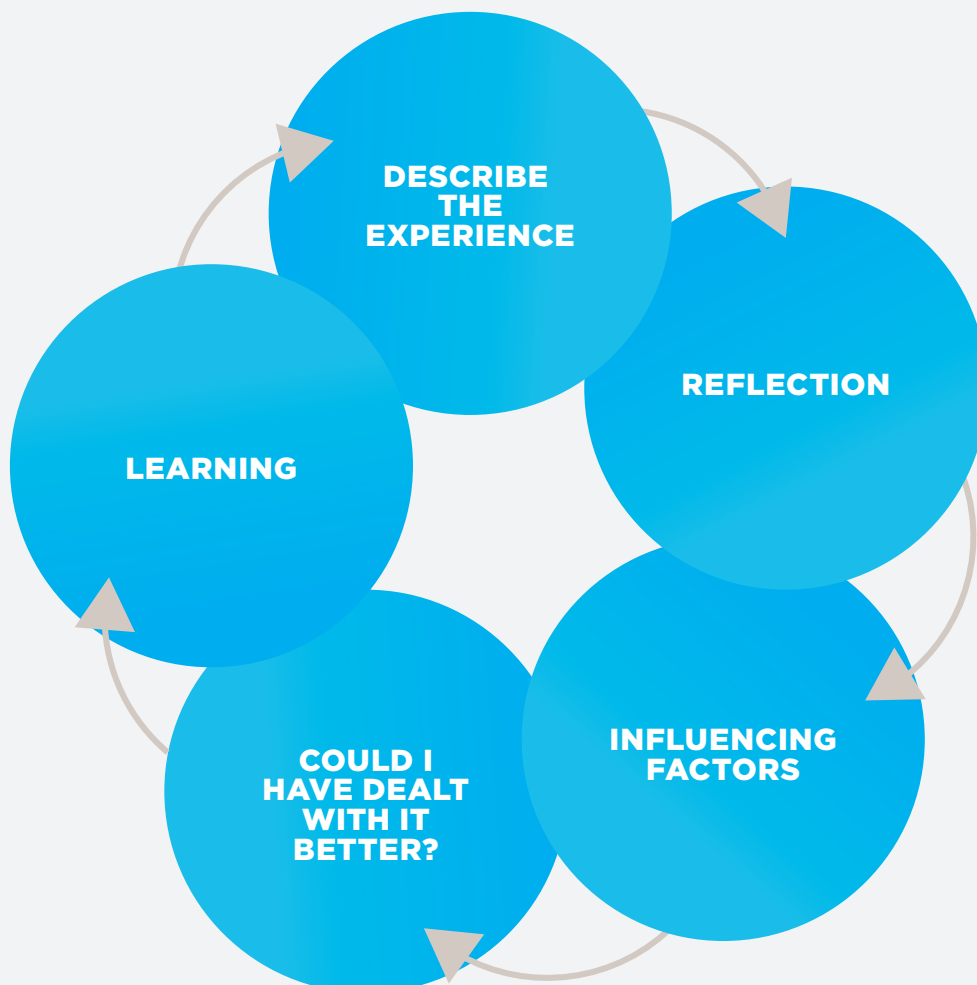
PHASE	CUE QUESTIONS ⁸
Description (of the event)	What happened? <ul style="list-style-type: none"> What did you do? Where did it happen? Who was involved? What was the context?
Feelings	What were you thinking and feeling? <ul style="list-style-type: none"> Describe your internal thoughts and feelings before, during and after the event
Evaluation	What was good and bad about the experience? <ul style="list-style-type: none"> Were there things that were difficult? Interesting? Surprising? Upsetting? Provide some judgement about the event and its possible consequences
Analysis	What sense can you make of the situation? <ul style="list-style-type: none"> How do past experiences compare to this? How does theory or evidence fit with this? How did your involvement affect the outcome?
Conclusion	What else could you have done? <ul style="list-style-type: none"> What insights, thoughts, or conclusions, about your role within this event that you can now take away? What have you learnt for the future?
Action plan	What would you do if a similar situation arose again? <ul style="list-style-type: none"> What are some indicators that would help you recognise a similar event? What are some changes you would make?

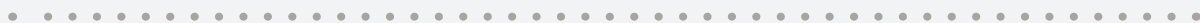
JOHNS' MODEL OF STRUCTURED REFLECTION

Johns' model for structured reflection^{2,9} was originally developed for use in the context of nursing⁵, but is relevant for use in other contexts. It can assist with reflection and analysis of more complex decision making, as well as being useful when learning how to reflect.

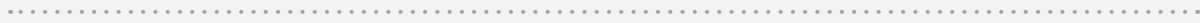
Johns suggested that when you reflect, you need to make sure that you 'look inwards' (consider your own thoughts and feelings), and 'look outwards' (consider the actual incident or situation, plus things like your actions in the situation and whether they were ethical, and the external factors that influenced you).^{4,8} The cue questions provided with each phase of the model lead you to do this.

Johns also suggested that involving someone else (e.g., a supervisor or mentor) to support you in your reflection can make your reflection more powerful than if you engage in reflection by yourself.^{4,5}





PHASE	CUE QUESTIONS ^{2 9-11}
Describe the experience	<ul style="list-style-type: none">• Describe the experience, and the significant factors that were involved
Reflection	<ul style="list-style-type: none">• What was I trying to achieve?• What were the consequences of my actions?• How did I feel about this experience when it was happening? Why did I feel this way?• If there was another person involved (e.g., a patient), how did they feel about the situation?
Influencing factors	<ul style="list-style-type: none">• What things (e.g., internal factors, my own knowledge, external factors) affected my decision making and actions?
Could I have dealt with it better?	<ul style="list-style-type: none">• What other choices did I have?• Did I act for the best?• What would the consequences of those other actions have been? For myself? For others?
Learning	<ul style="list-style-type: none">• What will change because of this experience?• How do I now feel about the experience?• How has this experience changed my ways of knowing?<ul style="list-style-type: none">• Empirics (scientific)• Ethics (moral knowledge)• Personal (self-awareness, e.g., of my own beliefs and values)• Aesthetics (the art of what we do, our own experiences)



KOLB'S LEARNING CYCLE

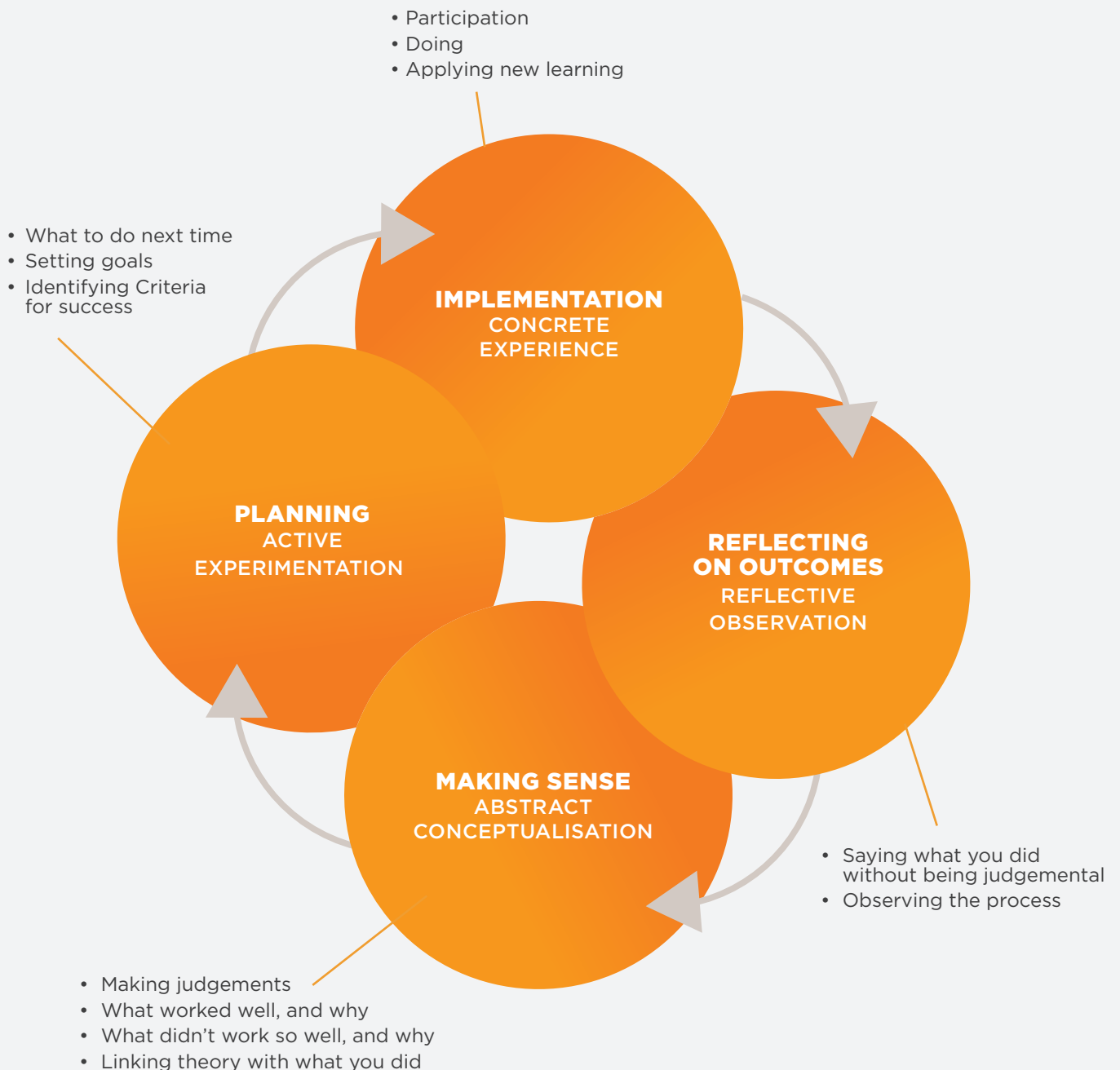
Kolb's learning cycle presents learning as being based in actual experiences.^{18 12-14} It suggests that by reflecting on an experience, you are able to make sense of it. Once you can make sense of the experience, you are able to draw generalisations or learning from it. You can then incorporate your new learning into a plan of action to apply to new situations. When you apply your new learning to another situation, you begin the learning cycle again. Thus, the cycle can be considered to be a spiral. According to Kolb, the learning cycle can be entered at any stage.

Diagrams of a modified version of Kolb's learning cycle, showing the progressive learning process as a circle or spiral¹



KOLB'S LEARNING CYCLE DEVELOPMENT

The learning cycle can then be further developed to look like this:



Kolb's learning cycle is also relevant for planning continuing professional development courses. It suggests that instead of courses being focused on either theoretical or practical content, both should be integrated into the delivery.¹

ROLFE, FRESHWATER AND JASPER'S FRAMEWORK OF REFLECTIVE PRACTICE

Rolfe and his colleagues developed their framework from a personal/professional development perspective.⁵ It builds on the three basic questions of “What?”, “So what?” and “Now what?” that formed an earlier model. The framework consists of probing questions that align with each of those three questions, but that guide you to increasingly broader and deeper reflection. The framework can be used by anyone, from novice to expert, because different levels of questions can be reflected on.^{15 16}

Rolfe et al.'s framework of reflective practice (with the three main questions and examples of related questions)¹⁵

WHAT...	SO WHAT...	NOW WHAT...
Questions to help with the description of the event / experience	Questions to help with the understanding of the event / experience	Questions to help with what can be done to improve the experience
...is the problem? or ...is the reason for this difficulty?	...does this tell me about me about: • me? • my patient/student? • others? • our relationship? • my patient's care? • the model of care/teaching approach I am using? • my attitudes? • my patient's/student's attitudes?	...do I need to do in order to: • make things better? • stop being stuck? • improve my patient's care? • resolve the situation? • feel better? • get on better?
...was my role in this situation?	...was going through my mind as I acted?	...broader issues need to be considered if this action is to be successful?
...was I trying to achieve?	...did I base my actions on?	...might be the consequences of this action?
...actions did I take?	...other knowledge can I bring to the situation? • experience • personal • scientific	
...was the response of others?	...could I have done to make it better?	
...were the consequences? • for the patient/student? • for myself? • for others?	...is my new understanding of the situation?	
...feelings did it evoke? • in the patient/student? • in myself? • in others?	...broader issues arise from the situation?	
...was good (or bad) about the incidence or experience?		

REFERENCES

1. Cox S. Principles of learning. Secondary Principles of learning n.d. <https://curve.coventry.ac.uk/cu/file/33362904-d31d-ad7a-a7ff-b5f63bca5bc2/1/studyskills.zip/ehe/StudWork/Prinlers/prinlers.html>
2. Hilliard C. Using structured reflection on a critical incident to develop a professional portfolio. *Nursing Standard* 2006;21(2):35-40.
3. Platzer H, Snelling J, Blake D. Promoting reflective practitioners in nursing: a review of theoretical models and research into the use of diaries and journals to facilitate reflection. *Teaching in Higher Education* 1997;2:103-21.
4. Welsh Government. Reflective practice. Secondary Reflective practice 2015. <http://learning.gov.wales/docs/learningwales/publications/150611-reflective-practice-booklet-en.pdf>.
5. Jasper M, Elliott P, Koubel G. *Vital Notes for Nurses: Professional Development, Reflection and Decision-Making*: John Wiley & Sons, Inc, 2011.
6. Gibbs G. *Learning by doing: a guide to teaching and learning methods*. Oxford: Oxford Polytechnic, 1988.
7. Pearson Portfolio. Teaching-Reflection and Reflective Practice. Secondary Teaching-Reflection and Reflective Practice n.d. <http://www.pearsonportfolio.co.uk/teaching/reflection-and-reflective-practice/>
8. Leeds Beckett University. Skills for Learning – Models for structuring reflection. Secondary Skills for Learning – Models for structuring reflection 2015. <http://skillsforlearning.leedsbeckett.ac.uk/preview/content/models/index.shtml>.
9. Johns C. *Becoming a reflective practitioner: a reflective and holistic approach to clinical nursing practice, development and clinical supervision*. Oxford: Blackwell Science, 2000.
10. Johns C. Framling learning through reflection within Carper's fundamental ways of knowing in nursing. *Journal of Advanced Nursing* 1995;22(2):226-34.
11. University of Worcester. Reflection & Education 2: Practice. Secondary Reflection & Education 2: Practice 2012. http://sgiliaith.llandrillo.ac.uk/files/2012/11/refpractice_2-x.pdf.
12. Kolb DA. *Experiential learning: experience as the source of learning and development*. Englewoods Cliffs, N.J.: Prentice Hall, 1984.
13. Kolb DA, Boyatzis RE, Mainemelis C. *Experiential learning theory: previous research and new directions*. In: Sternberg RJ, Zhang LF, eds. *Perspectives on Thinking, Learning and Cognitive Styles*. New York: Routledge, 2011.
14. Sewchuck DH. *Experiential learning: a theoretical framework for perioperative education*. *Journal of Association of Perioperative Registered Nurses* 2005;81(6):1311-16.
15. Rolfe G, Freshwater D, Jasper M. *Critical reflection for nursing and the helping professional: a user's guide*. London: Palgrave Macmillan, 2001.
16. Rolfe G, Freshwater D, Jasper M. *Critical reflection in practice*. 2nd ed. New York, New York: Palgrave, 2011.

Authors

Jackie Chipelin and Verna Stavric, on behalf of Physiotherapy New Zealand's Professional Development Committee.

Year of publication: 2017

Version	Publication date	Planned review date
1	October 2017	2020