Key Learning Points

Participants should be able to:-

• Recall models of reflective practice
• Justify the importance of using such models in clinical practice
• Demonstrate your ability to confidently write in a reflective manner
• Reflect on a clinical experience and build a relevant action plan to inform future learning
A space to think deeply
Evaluate your practice
Prevent stagnation
Strive for Excellence
Creativity and self awareness
Improve knowledge
‘Whatever you are, be a good one.’

William Makepeace Thackeray,
Novelist (1811-1863)

GOsC Osteopathic Practice Standards 2019

B4. You must be able to analyse and reflect upon information related to your practice in order to enhance patient care.

1 To achieve this you will need to have sufficient knowledge and ability to collect and analyse information and evidence about your practice to support both patient care and your own professional development.
Reflective practice enhances osteopathic clinical reasoning

Cindy McIntyre, Judith Lathlean, Jorge Esteves

Highlights
- Reflection underpins all osteopathic practice and CPD.
- Reflective practice and knowledge of metacognition may help prevent error and bias.
- Reflective practice facilitates practitioners to improve patient care.
- Reflective practice should improve practitioner wellness and job satisfaction.

‘Reflective practice is impactful by highlighting entrenched routines in relation to best practice. The process of reflective practice encourages deep consideration to occur within the reflecting individual. Consultation with supervisors, peers and the existing literature, intensifies the process by providing insights that maybe invisible to the practitioner, and presents new ideas.’

(McIntyre et al, 2019)
REFLECTIVE WRITING

• IS...
  • 1ST person
  • Critical/analytical
  • Spontaneous
  • Free flowing
  • Candid
  • Engages with feelings
  • Subjective

• IS NOT...
  • 3rd person
  • Critical by focusing on –ve
  • Descriptive
  • Calculated
  • Untruthful
  • A way of avoiding engaging with feelings
  • A waste of time!

Reflective Questions I ask myself in clinic everyday to start a reflective process...

‘If I were the 1st patient I saw in practice today would I have been happy with the quality of care I received?’
(Readiness to practice)

‘If I were the last patient I saw in practice today would I have been happy with the quality of care I received?’
(Enduring quality of care)
Reflective Questions I ask myself in clinic everyday to start a reflective process...

‘If any of the people I saw in practice today were my Grandma or Grandad would I have been happy with the quality of care, manner and language I used when seeing them?’  
(Giving reflection personal context, meaning & value)

‘What could I have done to improve my handling of that difficult case/complex situation?’  
(Identifying weaknesses & building a strategy for improvement)

‘Why did I miss that? What did I not ask or see? What do I see/understand on second viewing of the case?’  
(Unpacking clinical uncertainty & Improving Visibility)

“Learning without reflection is a waste. Reflection without learning is dangerous.” — Confucius

Without reflection, we go blindly on our way, creating more unintended consequences, and failing to achieve anything useful. — Margaret J. Wheatley

We do not learn from experience. We learn from reflecting on experience. — John Dewey, Educator and Philosopher
Critical Incidents I have reflected on since qualifying...

- Having an episode of acute back pain myself
- Missing multiple myeloma in an elderly patient in my first year of practice
- Being asked by my principal for my opinion for the first time for a patient with a shingles type rash
- Not screening/referring a family member who rang me for advice after developing chest pain and mid back pain
- Considering my communication skills after a patient told me ‘I came in with back pain and I’m leaving with ear ache!’

"I Keep Six Honest Serving Men ..."

I keep six honest serving-men
(They taught me all I knew);
Their names are What and Why and When
And How and Where and Who.
I send them over land and sea,
I send them east and west;
But after they have worked for me,
I give them all a rest.

I let them rest from nine till five,
For I am busy then,
As well as breakfast, lunch, and tea,
For they are hungry men.
But different folk have different views;
I know a person small-
She keeps ten million serving-men,
Who get no rest at all!

She sends 'em abroad on her own affairs,
From the second she opens her eyes-
One million Hows, two million Wheres,
And seven million Whys!

- RUDYARD KIPLING
Gibbs’ Model of Reflection (1988)

- **Description**: What happened?
- **Feelings**: What were you thinking and feeling?
- **Evaluation**: What was good and bad about the experience?
- **Conclusion**: What else could you have done?
- **Action Plan**: If the situation arose again, what would you do?
- **Analyze**: What sense can you make out of the situation?
Driscoll’s Model of Reflection (2007)

**What?**
- What is the purpose of returning to the event?
- What happened?
- What did I see?
- What was my reaction to it?
- What did other people do who were involved?

**So What?**
- How did I feel at the time?
- Were those feelings any different from other people who were also involved?
- Did I feel troubled? If so, in what way?
- What were the effects of what I did or did not do?
- What have I noticed about my behavior by taking a measured look at it?
- What positive aspects now emerge from this event?

**Now What?**
- What are the implications for myself and others based on what I have described and analysed?
- What difference does it make if I do nothing?
- Where can I get information to face a similar situation again?
- How can I modify my practice if a similar situation were to happen again?
- Which aspects of practice should I tackle first?
- What is the main learning I take from reflecting on this event?
The REFLECT Model (Barksby, 2015)

**R** RECALL the events

**E** EXAMINE your responses

**F** Acknowledge FEELINGS

**L** LEARN from the experience

**E** EXPLORE options

**C** CREATE a plan of action

**T** Set TIMESCALE

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How to use the REFLECT model

1. **Give a brief overview of the situation upon which you are reflecting.** This should consist of the facts – a description of what happened.
2. **Discuss your thoughts and actions at the time of the incident upon which you are reflecting.**
3. **Highlight any feelings you experienced at the time of the situation upon which you are reflecting.**
4. **Highlight what you have learned from the situation.**
5. **Discuss options for the future if you were to encounter a similar situation.**
6. **Create a plan for the future – this can be for future theoretical learning or action.**
7. **Set a time by which the plan outlined in the previous stage will be complete.**
Helpful phrases

I can see clearly that ...........
What I can’t make sense of is ............
What went well/ badly was ............
I think / felt/ discovered/ wondered/ was aware that ...
From the feedback I received, ............... 
This was because ............... 
Next time I shall ............... 
In order to .................., I shall ............... 
This will enable me to ......................
I need to .................. 
I am planning to ......................
2 Interpretation (probably the most important bit)

For me, the [most]
- meaningful
- significant
- important
- relevant
- useful

aspect(s)
- element(s)
- experience(s)
- issue(s)
- idea(s)

was (were)...

learning
- arose from...
- happened when...
- resulted from...

Previously,
- At the time,
- At first
Initially,
- Subsequently,
- Later,

thought (did not think)...
- felt (did not feel)...
- knew (did not know)...
noticed (did not notice)...
- questioned (did not question)...
- realised (did not realise)...

[Alternatively,]
[Equally,]

This

might be
- is perhaps
- could be
- is probably

because of...
- due to...
- explained by...
- related to...

This

is similar to...
- because...

is unlike...

[Un]Like...

this

reveals...
- demonstrates...
3 Outcome

Having

- read...
- experienced...
- applied...
- discussed...
- analysed...
- learned...

I now

- feel...
- think...
- realise...
- wonder...
- question...
- know...

[Additionally,]
[Furthermore,]
[Most importantly,]

I have learned that...

I have

significantly
slightly

developed
improved

However, I have not [sufficiently]

my skills in...
my understanding of...
my knowledge of...
my ability to...

This means that...
This makes me feel...

This knowledge
This understanding
This skill

is
could be
will be
essential
important
useful

to me as a learner [because...]
to me as a practitioner [because...]

Because I

- did not...
- have not yet...
- am not yet certain about...
- am not yet confident about...
- do not yet know...
- do not yet understand...

I will now need to...

As a next step, I need to...
Put yourself in the (imaginary) readers shoes...

The reader should never be thinking the following:-

‘WHY?’
‘This could be more accurately/succinctly expressed’
‘This is unclear-needs to be more clearly thought out.’
‘What exactly?’
‘How specifically? Be more specific.’
‘Related to what?’
‘So what?’
‘What now?’

CPD Follow Up Task

Write a reflective account based on the following:-

‘Consider how your approach to practice has changed during the Covid-19 pandemic’

• Use one of the previously discussed models of reflection in order to write this reflective account

• Don’t forget to have an action plan and to identify key texts/articles/podcasts/videos that can help you to address the areas for development you have highlighted
Reference List


• Spaddacini, J. FT1 BaO Reflective Practice: The Why. PowerPoint Presentation.

• Spaddacini, J. FT1 BaO Reflective Practice: The How. PowerPoint Presentation.


Questions?