

# A practical guide to reflection

What factors play a role in clinical reasoning?

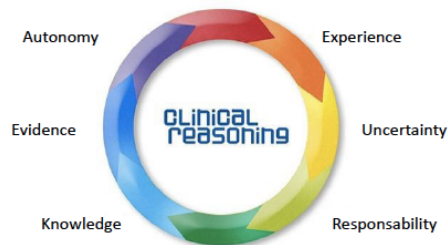


Figure 1: Gibbs' reflective cycle



Beresford (1991) described three sources of medical uncertainty: technical, personal, and conceptual.

- **Technical uncertainty** arises from inadequate or incomplete scientific data
- **Personal uncertainty** arises from an uncertain doctor-patient relationship
- **Conceptual uncertainty** arises from a difficulty in application



Sources of uncertainty emerge in turn from probability, ambiguity, and complexity.

- **Probability** refers to risk, and comes from the vagueness of future outcomes
- **Ambiguity** refers to indecision, and arises from inaccuracies, conflicting information, and a lack of evidence
- **Complexity** refers to incomprehensibility, and arises from a multiplicity of causal factors or difficulties of interpretation

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# 1.Description

*the situation ( explication de la situation seulement dans cette section) - **Description** of the experience*

Think about the situation in detail:

What happened exactly and in what order,

Where were you at the time and who else was involved?

What part did you have to play?

What was the final outcome?

Here you have a chance to describe the situation in detail. The main points to include here concern what happened. Your feelings and conclusions will come later.

## Helpful questions :

- What happened?
- When and where did it happen?
- Who was present?
- What did you and the other people do?
- What was the outcome of the situation?
- Why were you there?
- What did you want to happen?

# 2Feelings

your emotional state ( analyser mon sentiment lors de cette épisode) - Feelings and thoughts

about the experience

What was running through your head and how did you feel about it? Be honest with yourself: were you afraid, confused, angry or scared?

Here you can explore any feelings or thoughts that you had during the experience and how they may have impacted the experience.

## Helpful questions:

- What were you feeling during the situation?
- What were you feeling before and after the situation?
- What do you think other people were feeling about the situation?
- What do you think other people feel about the situation now?
- What were you thinking during the situation?
- What do you think about the situation now?

## 3.Evaluation

Evaluation of the experience, both good and bad

*making sense of the situation ( pour faire sens de la situation, indentiquer ce qui peut etre bien ou non de la situation- apprentissage ou ce qui serait a eviter- comparer ce qui est favorable or not)*

Now think about why things happened as they did.

How did the situation, yourself, and others interact at the time.

Did the situation go well or was there room for improvement?

Here you have a chance to evaluate what worked and what didn't work in the situation.

Try to be as objective and honest as possible.

To get the most out of your reflection focus on both the positive and the negative aspects of the situation, even if it was primarily one or the other.

### Helpful questions:

- What was good and bad about the experience?
- What went well?
- What didn't go so well?
- What did you and other people contribute to the situation (positively or negatively)?

## 4.Analysis

**Analysis** to make sense of the situation

critical review and development of insight ( critiquer revue, ce qui a été fait qui était important dans la situation)

Think about what factors you could have influenced:

is there anything you could have tried that may have improved the situation, or is there anything you did that was particularly important in the situation?

The analysis step is where you have a chance to make sense of what happened. Up until now you have focused on details around what happened in the situation. Now you have a chance to extract meaning from it. You want to target the different aspects that went well or poorly and ask yourself why. If you are looking to include academic literature, this is the natural place to include it.

### Helpful questions:

- Why did things go well?
- Why didn't it go well?
- What sense can I make of the situation?
- What knowledge – my own or others (for example academic literature) can help me understand the situation?



## 5. Conclusion

about what you learned and what you could have done differently

In this section you can make conclusions about what happened. This is where you summarise your learning and highlight what changes to your actions could improve the outcome in the future. It should be a natural response to the previous sections.

### Helpful questions:

- What did I learn from this situation?
- How could this have been a more positive situation for everyone involved?
- What skills do I need to develop for me to handle a situation like this better?
- What else could I have done?

## 6. Action plan

Action plan for how you would deal with similar situations in the future, or general changes you might find appropriate.

how will this change your practice ( reflexion et developper un action plan si la situation revient encore- comment cette épisode va pouvoir changer ma pratique) comme on peut s'aider pour agir ou etre plus outiller pour la future

You need to pull together everything you have thought of before to learn, change your own practice, and improve. Do not only think about what you would do differently in that specific situation, but think whether you have thought of any transferable knowledge or skills you can utilize elsewhere.

At this step you plan for what you would do differently in a similar or related situation in the future. It can also be extremely helpful to think about how you will help yourself to act differently – such that you don't only plan what you will do differently, but also how you will make sure it happens. Sometimes just the realisation is enough, but other times reminders might be helpful.

### Helpful questions:

- If I had to do the same thing again, what would I do differently?
- How will I develop the required skills I need?
- How can I make sure that I can act differently next time



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<https://www.ed.ac.uk/reflection/reflectors-toolkit>

lire la page sur ce site internet

<https://nursinganswers.net/reflective-guides/johns-model-of-reflection.php>

Plan de réflexion

selon modèle de JOHNS Model or réflexion

<https://nursinganswers.net/reflective-guides/johns-model-of-reflection.php>

et selon Gibbs G (1988). Learning by Doing: A guide to teaching and learning methods. Further Education Unit. Oxford Polytechnic: Oxford.

- **Description** of the experience
- **Feelings** and thoughts about the experience
- **Evaluation** of the experience, both good and bad
- **Analysis** to make sense of the situation
- **Conclusion** about what you learned and what you could have done differently
- **Action plan** for how you would deal with similar situations in the future, or general changes you might find appropriate.

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