



REFLECTIVE DEBRIEFING

Adapted from Gibbs Model of reflection (1988)

Reflection no:.....

Date:.....

Reflective debriefing is the process whereby clinical practice can be re-examined to foster the development of critical thinking and learning for improved practice. The process is on-going with each debriefing and should be viewed as an aid to lifelong learning rather than single processes.

1. Describe the person or event.

Encourage all in the group to recall their memory about the person/event.

Person: What were they like, what were their favourite pastimes, food? Did they have family, who was important to them? What did/he they like/dislike? Were they humorous/serious/sad/angry? How did they relate? What were their perspective on what was happening? What are their fears/anxieties? What was it like to care for them?

Event: What happened, when did it happen, who was there, what did they do?

2. What are your feelings about how things went?

Both positive and negative feelings should be described and owned. Feelings can be a very useful guide to how learning is progressing so whilst it is important to be honest it is also important to respect others feelings.

3. What are your thoughts about what went well, what didn't go well?

Analysis is an important part of the reflective process. Looking in detail at the decisions that were made will help you to understand what else could/couldn't be done. Opinions of others will help in this process. Remember to reflect on what was hoped and planned for, the original aims and objectives, eg. In the event of death was the LCP used, anticipatory drugs in place, symptoms controlled, family supported and informed, spirituality addressed, were they in the place of their choice, was ACP completed, DNAR form in place, OOH form completed.

4. What else could you have done and what would the outcome have been?

Existing knowledge can be built on or restructured by theorising about what else may have been possible. In order for this to be effective critical thinking in a safe learning environment is essential.

5. What can be learned and what would I do differently next time?

Key learning points can be listed and any action plans that would be needed to enhance learning, eg further training. It is essential that these learning points are not just logged but acted on.

6. Reflection is a cycle of "what, so what and now what".

Each reflection can inform practice and should be used not only as a building block to learning but as a celebration of good practice. Reflection is not a passive contemplation but an active, deliberate process that requires commitment, energy and a willingness to learn.

1. Pen portrait of person or event

2. How do you feel about how things went?

3. What are your thoughts about how things went?



What are your thoughts about what didn't go well?



5. What can you learn from this and what will you do differently next time?

4. What else could you have done and what might the outcome have been?

