

REFLECTIVE PRACTICE

THE TRANSITION THAT LED ME TO THIS POINT IN MY LIFE

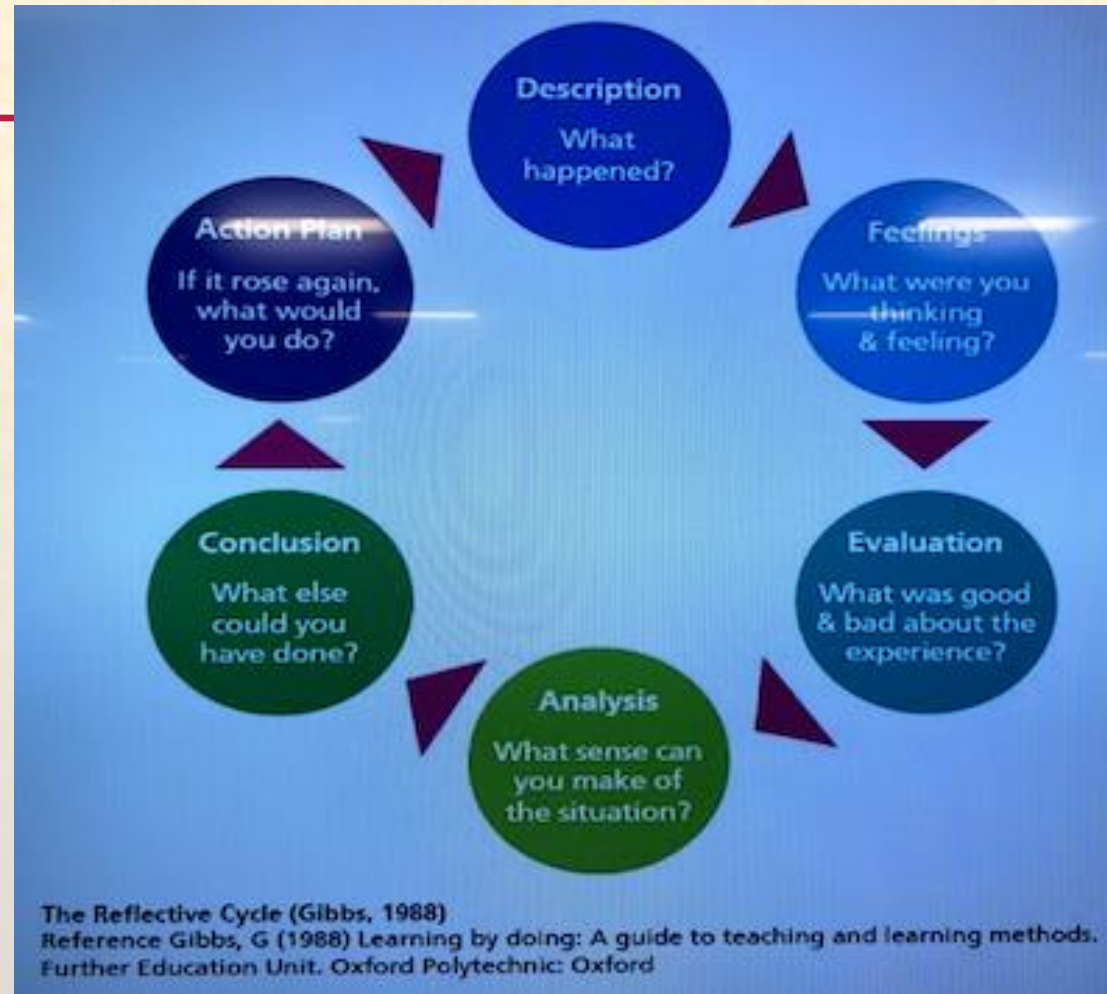
OUTLINE

- Reflective practice
- Gibbs reflective model
- My life journey
- Moving to the UK – Transition
- Image – transition and growing edge
- Conclusion of main points

WHAT IS REFLECTIVE PRACTICE

- Reflection vs. Reflexivity (Bolton and Delderfield, 2018, p.9)
- Reflection is widely accepted as a core competency requirement (Leigh and Bailey, 2013)
- Reflective practice is also a social and political responsibility
- Considering your culture, ideas, attitudes, values, assumptions and personal bias (Bager-Charleson, 2010, p.119)
- Enables us to make sense of where are we in our professional and personal development and opens space for questions we might never asked before (Bolton and Delderfield, 2018, p.2)
- Experiential learning and integrating theory and practice (Kolb and Fry, 1975; Thompson and Pascal, 2012)
- Reflection within the context of consciously examining experiences, actions, emotions, and feelings and engaging in analysis and interpretation to learn from them (Keogh, and Walker, 1985)

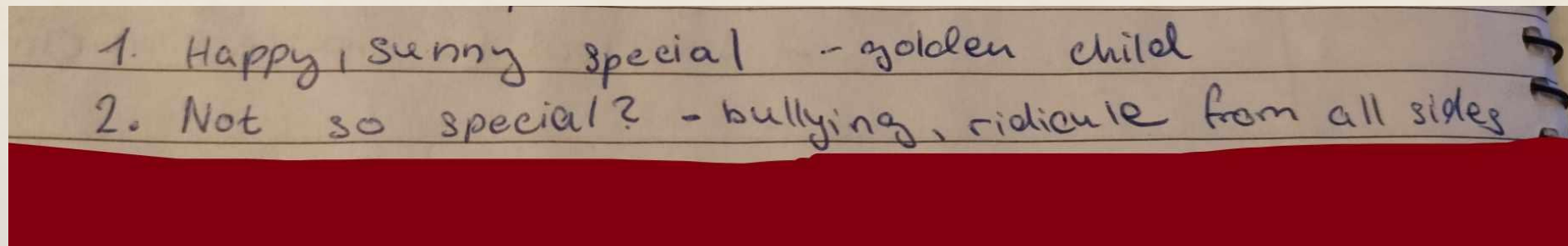
GIBBS REFLECTIVE CYCLE



- *The Reflective Cycle (Gibbs, 1988)*
<https://learn1.open.ac.uk/mod/oublog/viewpost.php?post=233872>. (Accessed: 02.11.2023)

MY JOURNEY BEFORE THE TRANSITION

- First born girl in a big, excentric, ambition driven family
- Pride, high expectations and lack of independent decision-making
- Sky is the limit
- My theatre family and finding myself
- Bullying and not being taken seriously



ADOLESCENCE AND GOLDEN STRIKE

- My confidence regarding my appearance grew
- Insecurities surrounding my intelligence arose with my new long-term relationship
- Still ambitious and driven – personal couch
- Many positive outcomes – toxic work-life balance reinforced



TRANSITION (DESCRIPTION, FEELINGS AND ANALYSIS)

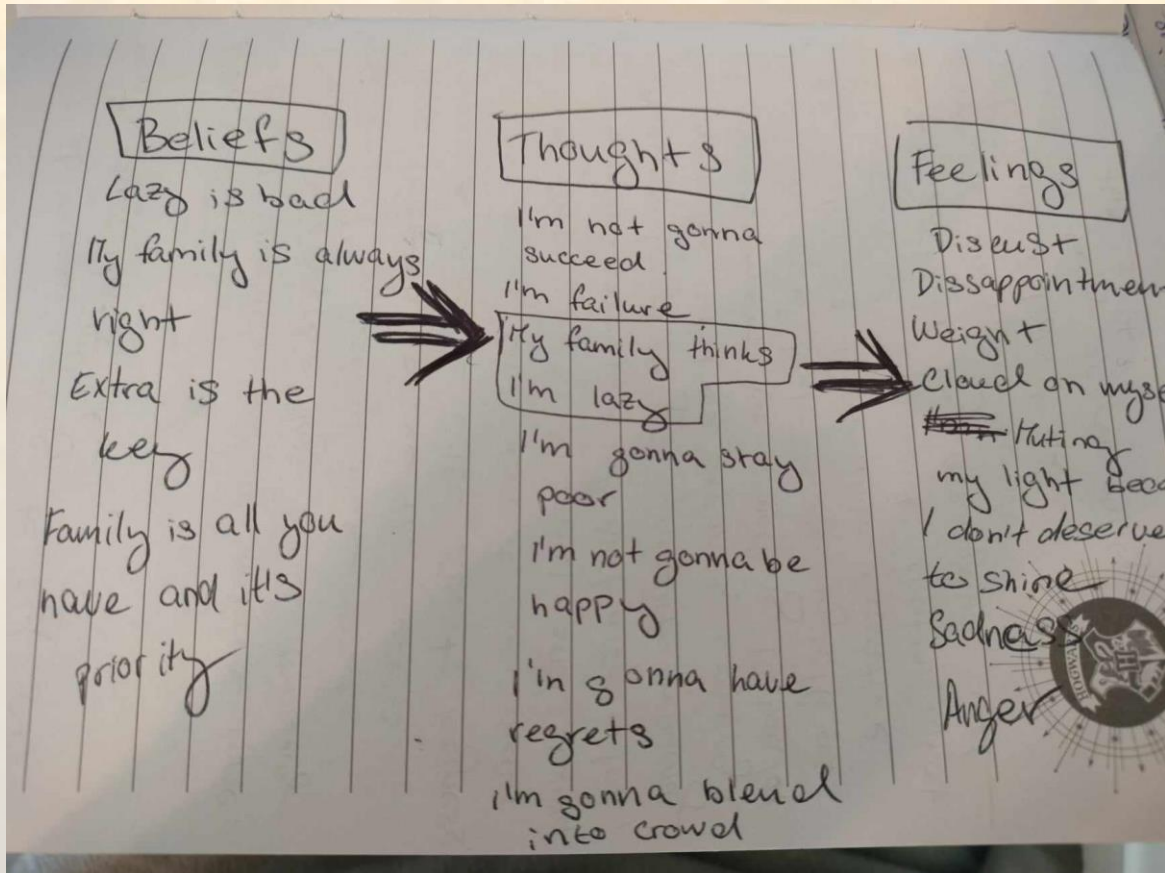
- Break-up after two years, moving to the UK during Covid-19 pandemic
- Social anxiety, grief, pressure to make the most out of my experience
- Gaining more independence, learning independent decision-making, starting my journey of personal development, impact on my newly forming relationships

ANALYSIS AND CONCLUSION

- COVID-19 pandemic increased levels of anxiety in international students (Pedersen *et al.*, 2021)
- Social anxiety and perfectionism due to previous experience of peer-exclusion (Miller and Vaillancourt, 2007)
- Struggle transitioning into independence and disconnect between the expectation of autonomy – my parents vs. myself (Kenyon and Køerner, 2009)
- Need for external validation
- Grief and sense of loss regarding my break-up and distancing from my primary support system

ACTION PLAN

- How have I been working on myself since my transition and how am I planning to work with the conclusion of this reflection



Lazy what does that even mean. Staying still in one point of life? Not progressing

in the desired speed. For some lazy means not doing anything. For me it means not doing that much extra things. I work, I study, I go to therapy to focus on my personal development. I am trying my best to be social at least to some extend. I volunteer from time to time. I am a good girlfriend, partner, and I am good to myself. Is that lazy?



AI-generated picture through Canva AI software

CONCLUSION

- Engaging with reflective practice is important for personal and professional development
- Gibbs (1988) reflective cycle is a useful reflective tool however also subject to some criticism
- We reflected upon my journey before moving to the UK and drew connections to my most significant transition
- Since my transition I have managed to learn coping strategies and learned how not to struggle as much with social anxiety anymore
- Work in personal therapy and reframing the need for external validation is needed
- More work is needed in the area of self-worth and independent decision-making

REFERENCE LIST – PART I

- Ardian, P., Hariyati, Rr.T.S. and Afifah, E. (2019) 'Correlation between implementation case reflection discussion based on the Graham Gibbs Cycle and nurses' critical thinking skills,' *Enfermería Clínica*, 29, pp. 588–593. <https://doi.org/10.1016/j.enfcli.2019.04.091>.
- Bager-Charleson, S. (2010) *Reflective practice in counselling and psychotherapy*. Learning Matters, p 119.
- Bolton, G. and Delderfield, R. (2018) *Reflective practice: Writing and Professional Development*. SAGE, p 2-9.
- Boud, D., Keogh, R. and Walker, D. (2013) *Reflection: Turning Experience into Learning*. Routledge.
- Harter, S. *et al.* (1996) 'A model of the effects of perceived parent and peer support on adolescent false self behavior,' *Child Development*, 67(2), p. 360. <https://doi.org/10.2307/1131819>.

REFERENCE LIST

- Hashim, S.N.A., Yaacob, A., Suryani, I., Mohd Asraf, R., Bahador, Z., & Supian, N. (2023). Exploring the Use of Gibbs' Reflective Model in Enhancing In-Service ESL Teachers' Reflective Writing. *Arab World English Journal*, 14 (2) 236 -253. DOI: <https://dx.doi.org/10.24093/awej/vol14no2.17>
- Holmes, J., Lindley, R. and Lindley, R.C. (1989) *The values of psychotherapy*. Oxford University Press, USA, p 126.
- Kenyon, D.B. and Kærner, S.S. (2009) 'Examining Emerging-Adults' and Parents' Expectations about Autonomy During the Transition to College,' *Journal of Adolescent Research*, 24(3), pp. 293–320. <https://doi.org/10.1177/0743558409333021>.
- Kolb, David & Fry, Ronald. (1974). Toward an Applied Theory of Experiential Learning. *Theories of group process*.
- Leigh, J. and Bailey, R. (2013) 'Reflection, reflective practice and embodied reflective practice,' *Body, Movement and Dance in Psychotherapy*, 8(3), pp. 160–171. <https://doi.org/10.1080/17432979.2013.797498>.

REFERENCE LIST

- Miller, J.L. and Vaillancourt, T. (2007) 'Relation between childhood peer victimization and adult perfectionism: are victims of indirect aggression more perfectionistic?,' *Aggressive Behavior*, 33(3), pp. 230–241. <https://doi.org/10.1002/ab.20183>.
- Pedersen, E.R. *et al.* (2021) 'A qualitative look at the impact of the COVID-19 pandemic on American college students studying abroad,' *Frontiers: The Interdisciplinary Journal of Study Abroad*, 33(3), pp. 70–100. <https://doi.org/10.36366/frontiers.v33i3.602>.
- Thompson, N. and Pascal, J. (2012) 'Developing critically reflective practice,' *Reflective Practice*, 13(2), pp. 311–325. <https://doi.org/10.1080/14623943.2012.657795>.