

Aisha Van Rhyn

Effective care communication in Health and Social Care

BMHP3001

Reflection

Introduction

Health & care professions council (2025) believe “reflection is the process which helps you gain insight into practise by thinking analytically”. The reflection process is important as it allows you to look back on a previous experience, such as a practice in an exam and be true to yourself to realise what went well during these times and what you did for it to be like that, and what did not go so well or could have been done better and if there were steps that could be taken to improve this the next time over if It was to be repeated e.g. studying / practicing more before hand. (Wharton Executive Education 2025) The model I will using for my reflection is the Gibbs’ Reflective Cycle developed by Graham Gibbs. University of Edinburgh (2024) States that the reflective cycle offers a framework for examining experience. The reflective cycle consist of 6 stages that include: description, feelings, evaluation, analysis, conclusion and action plan which include guiding questions to add support.

Description

A 6 minute role play undertaken in class by me and my peer Gundo. This reflective work will discuss a positive role play exercise that was undertaken in a classroom with a peer to address assignment 1 of the assessment criteria. My role play exercise addressed a positive communication skills with my peer as I acted as a service user and they acted as a healthcare provider. This highlighted how communication skills can be difficult in all different health contexts as well as how situations can vary depending on how a healthcare provider speaks and acts towards (positively and negatively) a service user. My peer demonstrated negative communication skills in the role-play. Acting very blunt and rude to show the affects of how uncomfortable a person can react when being treated in a rude way. Such as if you are treated negatively you are more than likely to respond negatively and pull away or withhold critical information and you may not feel like you can trust or rely on this person to help you.

Feelings

Feelings are the emotions you are experiencing at the current time. (Merriam Webster 2025) The feelings I felt whilst participating in the role play was nervousness also feeling a bit stressed before and during the role play After the role happened I felt a sense of relief after completing it. I could tell my lectures and peer could tell I was anxious as I was laughing and fidgeting to try and get over my nerves. I was aware my nervousness was rubbing onto my peer, I felt annoyed at myself for that. My lecturers and classmates mutually agreed that I was a lot more confident in the second half of my role play. I think it could have gone better if I controlled my nerves a lot better but I am glad I made mistakes so I can improve upon them in the future.

Evaluation

During my experience of participating in the role play. I portrayed good communication skills. we were both able to use time management so that we made sure that we did not interrupt each others role-play time and leave each other with enough time to fully exercise our role-plays. we both got to show an equal amount of our communications being negative and positive communication for an equal amount of time, so that we could be assessed properly and could show our full extent of the scripts that we had created for this assessment. A negative of the experience is a lack of confidence in front of a lot of people which meant to I was felt confident.

Analysis

Spent a good amount of time creating a script that would allow you to fully show the extent of positive communication whilst also following the mark scheme and help provided to make sure that you followed each step correctly. Both me and peer had good time management during the role play giving us both equal chances. The lecturers and the rest of the class mate could easily identify who was good and who was negative which allowed them to understand the narrative. Original partner didn't show up and had to switch but I handled it well and carried on like nothing had happened and overcame the sudden shock as me and my original partner had planned out what to do but this had to change to fit the with new partner.

Conclusion

Furthermore, I learnt to go in more confidence as it will improve my performance. I have concluded that it could have gone better if my original partner turned up as I felt like I had more confidence around them as I had spent more time with them compared to my new

partner, me and my previous partner had also communicated thoroughly to make sure our scripts were good and Ryan through them just to see if it sounded and flowed well and not awkward or clunky. This was positive a situation as everyone was in the same position so we all influenced each other to get through the practice and not feel embarrassed or awkward about it. The practical help us identify all our strengths and weaknesses which will help us improve upon the future if we do another practice similar to this. The skills which will help me is the ability to have a better performance is self confidence and projecting my voice. This would help me be seen as by my peers and lectures as not a nervous or laughing due to this nervousness.

Action plan

If was repeat the role play again, I would do these things differently, practice more with partner role playing reading scripts also practice negative and good communication skills to see what I'm more confident with. Learning from my experience the best way to develop the skills required for a practical is by: certainly practising, be able to practice the skills by myself and with other people. I could have tried out the negative communication to see if I would be more confident doing it and switching roles could of boost my confidence because it might of flowed more than with the communication I was doing.

Peers and Lectures

The feedback I received from my lecturer was that I giggled and sighed too much during the assessment which I shouldn't have done but I put that down to my nerves and being watched by my classmates who I didn't know was going to be there during the practical, which was pointed out to me by them. This happened during the first half of the role-play exercise and once I started I could not stop and so I had to leave for two minutes to compose myself and take a deep breath before I continued in which I was then ready and able to carry on with the assessment during the second half. I did this by focusing purely on my breathing and ignoring my classmates and putting my whole attention on the script to make sure I got it correct and in the right order. I will take this feedback on board to progress in future practicals.

Reference List

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