

REFLECTIVE REPORT

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When I first came to live in England I did not know how to speak or write English. I started working in a hotel as a housekeeper, basically making beds and cleaning the bedrooms. I did not like this job, because making beds and cleaning toilets all day was very frustrating, I could not see any progression working as a cleaner. However, this was the only job I could do at that moment because I could not speak English. At times I would be extremely frustrated and would lose faith in myself, and I thought that I needed to do something to be able to get a better job. With regards to my experiences as a housekeeper at the hotel, I took certain actions. My family were keen to constantly help me in learning and writing in English which then gave me the courage to start attending English lessons in college to take my skills further, it was also the base and foundation to do a course in the future which I was very interested in Beauty Therapist which is what I ended up doing for two years. While doing this course I start working with children with disabilities and elderly people.

At this stage of my education I was already speaking and writing English with so much less difficulty and so much confidence that I wanted to take my studies further. I then thought to myself since my passion is caring, nursing and assisting children and adults with medical conditions and health problems, why not to apply to study Health and Social Care in University. I am glad and happy that I put myself through this as my skills are again being tested, but it is giving me much strength and confidence.

Currently studying Health and Social care level four in order to further my career in nursing/care. In further I would like to work as a Nurse for the NHS. Not only to further my professional career but also to provide excellent care and to support the community.

Studying at the University is a massive challenge for me, but I realize by doing this course will be helpful for my personal and professional career. When I start this course, I thought I won't be able to cope, because as a single worker mother is not easy to find time to focus in studies, but so many people encouraged me to study that I thought to myself, why not to try. (Daily life and work are often well defined and highly repetitive and shouldn't need much thought, spending time on what's important requires perspective and understanding. Plan, not do everything, you need to be realistic, everyone has their strengths and limits, you must prioritise what you can do then delegate or say no. <https://study.sagepub.com/morgan>

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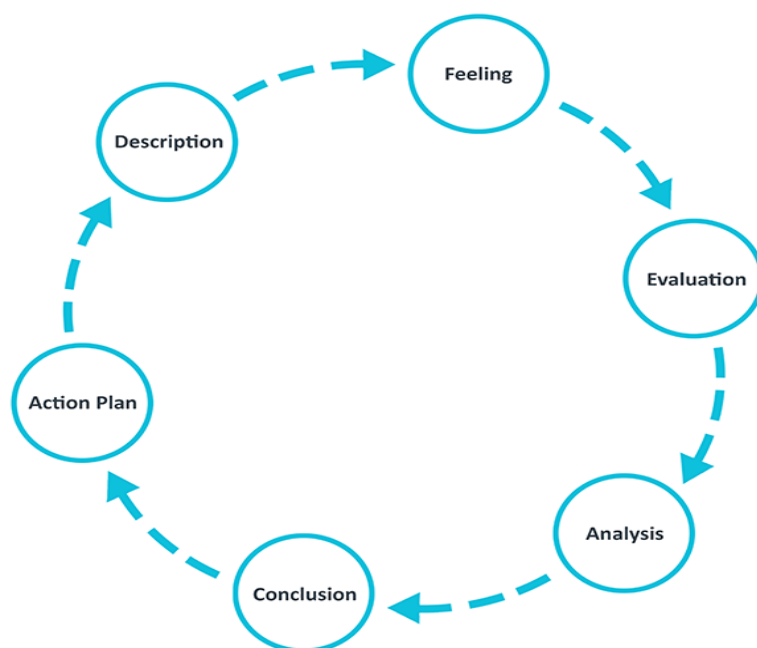
Academic and Employability Skills is one of my favourite classes, in this class I could develop my English. The activities, that I done in class, for example mini presentations, helped me improving my communication and writing skills. **according to** Girard & Trapp (2011) the potential benefits of student's oral presentations include:

greater class interaction and participation, increased interest in learning, new perspectives not covered otherwise, improvement in communication and presentation skills. By doing this I noticed that I become more confident. Now I can speak in public with more confidence. I can write a curriculum and a covering letter, something that I could not do it before. I feel that going to interviews will not be so scared as before.

The positive and negative feedbacks that I had from the teacher and colleges, and discussions that took place during class, activities were extremely valuable to me, from that now I know that I need to improve some skills that I already have. I feel happy and fulfilled for achieving what I have achieved so far and for getting where I am now. This is not the end, but the beginning of something bigger.

The incidents reported here is an attempt to provide a critical reflection of my lifelong ambition to become a nurse and to be able to care for people around me. Firstly, the report will briefly review some literature on reflection and reflective practice. This report uses the Gibbs' Reflective model to provide the framework for the reflective exercise. Thus, in accordance with Gibb's cycle, the structure of this report will include: a description of the experience; personal reflections on the experience; evaluation of the experience, both good and bad; analysis of the situation – to make sense of it; conclusions about what I have learnt and what I could have done differently; action plan of how I will deal with the matter if it occurs in the future.

GIBB'S REFLECTIVE CYCL



Reflective Practice

Reflective practice is an ancient concept which relates to the self-evaluation of one's actions or lack of actions in relation to the agreed norms. The concept was first practiced by the Greeks over two and half thousand years ago as a form of contemplation in search of self-truth. This concept is featured in the definition of most modern reflective practice. This report relies on the definition of 'Reflective practice' as *"the capacity to reflect on action so as to engage in a process of continuous learning..."* (Schon 1983:102-104), and *"...paying critical attention to the practical values and theories which inform everyday actions, by examining practice [life/work experiences] reflectively and reflexively. This leads to developmental insight..."* (Bolton 2010: xix) Wikipedia, 2015.

The most popular amongst many of these models proposed on reflection, is the Gibbs' reflective model (see fig1) because it offers a structure for examining experience and the cyclic nature of the model ensures repeated experience being revised so as to enable learning from the past - things that went wrong and things that went well. The Gibbs reflective model was advocated by Alexandra Gibbs in 1988 and focuses on the premise that information can only be used in a practical sense when it is considered from a position of reasoned analysis. This model is particularly useful in the health and social, for example in the review of adverse incidence where the focus is placed on learning from the past. Other models include the CARL framework which does not explicitly require further planned actions.

Descriptions:

I currently work with children with disabilities and the elderly with dementia and some incapacities. I provide domiciliary care in the community for the last four years, during which I always ensure that I have a positive approach in giving care and fully follow service users' needs and expectations. I greatly enjoy looking after people with needs, specially making service users happy and helped them living with more dignity. Meaning learning how to care for them better and become better to their specific needs.

One day while I was working in the afternoon, I noticed there was no record of the client's morning medication. My first reaction was asking the client if she has taken her medication that morning. She did not.

I called my colleague to find out what happened, she told me that she forgot to give medication to the client because she arrived there late, and she was rushing to go to other service.

Feelings:

I was surprised, because I have worked with this colleague for over a couple of years and we have never missed this client's medication. I thought about the effect to the client, to us the carers and to the agency. **I was concerned about my clients because I know that they are vulnerable and as a care I need to be very careful and give them my full attention.** I could not understand how my colleague missed the client medication. I don't really like people who does not work in the right way. Health and

social care for example, nursing and health care assistants are professions that requires structure and discipline. (Daly, Speed, and Jackson, 2009).

Evaluation:

The experience shows me that a carer must always be prepared for surprises, which is different from the normal way. The negative aspect is the thought of losing confidence on a long-trusted college. I was able to learn more of the medication procedures as the result of the investigations that followed.

Analysis:

There is much to be learned from this experience, including routine procedures

The experience is both emotional and physical and both are important (Zeilinski, 2012) as a learning process.

The physical aspect can be supported by training focused on hands-on experience.

On the other hand, some professionals could be unprofessional whilst others like my colleague may have unexpected incident that is beyond their control. This could cause a dilemma.

Conclusion:

This situation was unique, in that I had partnered with the carer in question for over two years, and there has never been a case of missed medication hence it was difficult to put the blame on carer. The carer told me the son had an emergency on the day hence the lateness. The agency took the necessary step of sending all carers on a refresher training.

Action Plan

In this instance, it would not be fair to blame my colleague as she had an emergency with the son taken to the hospital. However, the agency took a step forward to ensure the training data was updated and all carers to undertake a refresher training. If this is ensured as of when refresher is due, there is just the possibility that the rate of such incidence will greatly decreased.

As reference to my passion to care and look after the vulnerable I plan to persevere with my effort to continue to explore ways to work towards my long ambition to be a nurse.

Due to mine personal circumstances I could not achieve much when I was living in Portugal. Raising children on my own and having to work two jobs to be able to provide for my family, helping my mother; she's elderly and has diabetes and needs full time care, has been a challenge throughout my adult life.

However, by doing this course has been the opportunity I have been looking for a long time, and I have been very fortunate to been given this chance to excel in my professional and personal career. I do hope I can do well and achieve my goals.

I really appreciate this opportunity to become an amazing nurse as I want to do well, working for the community, putting patients first, working with integrity, delivering excellent care and be the best I can be.

This is a big achievement because my family are very proud of me and I believe that I have been encouraged the young members of the family to study and be successful in their studies life.

References: (Shon 1983: 102-104)

(Gibbs 'reflective model)

(Bolton 2010: xix) Wikipedia,2015)

(Daly, J., Speedy, S., & Jackson, D. (Eds.). (2009).

(Girard and Trapp (2009)

Mini-presentation Feedback Form

Student presenting: Leise

Date: 11/12/19

SCORE: 5=Excellent, 4=Very Good, 3=Good/Average, 2=Poor, 1=Very Poor *Tips for interview*

Topic:	5	4	3	2	1	Comments
DELIVERY						<i>Good first 3 points Confident, clear delivery</i>
The presenter delivered the material in a clear and structured manner	☒	☐	☐	☐	☐	
The presenter was knowledgeable about the topic and any related issues	☒	☐	☐	☐	☐	
The presenter maintained my interest during the entire presentation	☒	☐	☐	☐	☐	
The presenter was enthusiastic about the topic	☒	☐	☐	☐	☐	
The presenter was well organised and prepared	☒	☐	☐	☐	☐	
Eye contact was maintained	☒	☐	☐	☐	☐	
Body language was appropriate	☒	☐	☐	☐	☐	
Time for presentation used effectively	☒	☐	☐	☐	☐	
The presenter was able to present the material without excessive dependence on notes	☐	☒	☐	☐	☐	
The volume was appropriate	☒	☐	☐	☐	☐	
The presenter spoke clearly	☒	☒	☐	☐	☐	
The pace of speech was natural	☒	☐	☐	☐	☐	
There was a clear introduction	☒	☐	☐	☐	☐	
There was a clear conclusion	☐	☒	☐	☐	☐	
CONTENT						
The topic was interesting	☒	☐	☐	☐	☐	
The presentation was concise and informative	☒	☐	☐	☐	☐	
The presentation contained good examples	☐	☒	☐	☐	☐	
Content was relevant to the topic	☒	☐	☐	☐	☐	
Relevance to the module	☒	☐	☐	☐	☐	
OVERALL PREPARATION	☒	☐	☐	☐	☐	LECTURER: PLEASE SIGN AND DATE IN THIS BOX TO CONFIRM COMPLETION OF THE PRESENTATION. 
POINTS AVAILABLE <u>100</u>						
POINTS EARNED <u> </u>						
GRADE <u> </u>						%

Please note the above grade is for general feedback purposes only; you still need to reflect on this presentation in your written assignment and attach the scan of this page as an appendix.

In-class exercise 1: Cover letter writing

Student Name: Maria Luiza Almeida Student ID: 1816181
Time allocated: 1 hour. Please return your paper to the lecturer upon completion. It will be returned to you at the next session. You will need to include a scanned copy of this exercise in the form of an appendix together with you Task 1 (part of the Assignment for this module).

Ex.1

Choose of the jobs provided by the lecturer. Read the chosen job description carefully. Write a cover letter as if you were going to apply for the job.

[Your Name]

Maria Almeida
1 Any Street, Anytown

[Hiring manager's name]

Carol Smith

[Hiring manager's company name]

NHS

[Today's Date]

13/11/2019

Dear

Madam

I wish to apply for the role of

Paediatric Healthcare Assistant

I have been working as a Health care assistant for the last four years. I deliver care around the community. For the ones who needs my services, actually to children with learning disabilities, physical disabilities, mental health and to the older people as well.

Also I accompany my clients to hospital appointments and participating with them in physiotherapy sessions. I love making people happy and living better with more dignity and respect.

I engaged my clients in activities, such as swimming, gym, trainings and trips. I always make sure that my clients are safe and happy.

Clients, parents, family and colleagues, they will describe me as a very kind person, reliable, passionate, responsible.

I have passion in what I do, I would love to progress in my career in to nursing, while I'm working as a care assistant. I am a hard working person, responsible and a good team player. I have training in Manual handling, Medication management, catheter care and Epilepsy. I am sure I will be a good candidate for this job.

Looking forward to hear from you.

Lecturer's signature:

[Signature]

Date:

14/11/19.

Very nice, Luisa. Don't forget to refer to your CV and support with examples.

