**The Healthcare Professional**

**Critical Incident Reflective Analysis**

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| Task 1: Personal Development Plan (PDP) | | | | | | |
| **Student ID:** | |  | | **Module:** | The Healthcare Professional | |
| **Overall career aspirations - Explain what your specific career goal is and how your university study will help you to achieve your goal** | | | | | | |
| My dream job and aspiration is to be a Learning Disability Manager, on reflection I do not have the necessary qualifications, however my university study which involves doing a B.Sc. in Health and Social Care will provide the required knowledge base to support me in achieving my goal. I have volunteered to work with a learning disability day center in order to gain more experience. My life experience started with my son who was diagnosed with Autism, learning disability and epilepsy. This diagnosis has enabled me to acquire some knowledgeable experience and understanding around difficulties and the administration of medications and their importance. It can be very challenging with exhaustion, but I have continued to manage and be in control of my mental capabilities. This I have done for twenty-eight years of my life, and this commitment has helped me to actualize what the future holds, which is the reasons behind my enrolment for BSC in health and social care. My experience with my son’s care for the past twenty- eight years are transferable skills, as I am a hands down carer from life experience. My studying on this course will equip me with more knowledge and understanding needed to be able to fulfil this role because I believe that knowledge is power. Another one of my aspirations is to be a Councilor or Therapist, while being a Social Worker is a further career aspiration. The modules covered, as well as knowledge and skills gained through my university study supports me in achieving these goals as well. | | | | | | |
| **SWOT – Identify three of your strengths and explain how they can help you achieve your career aspirations** | | | | | | |
| * I am caring, approachable, understanding and a good listener, who is not judgmental about people’s life crisis and experience. I am very compassionate and patient, these qualities bring out the best empathy in me, which enables comfortability and trust for others, which is one of best qualities to have as a learning disability manager (as well as a counsellor) in order for patients to engage positively. This role I played daily in my life with friends and family resolving issues of concerns positively during difficult situations. * I have passion in helping people, by being an advocate on behalf of vulnerable people, whose voices cannot be heard. To be able to give my support to them and their families in the community will give me job fulfilment in life. My ability to find solutions that would resolve their issue of concern and which will also enhance their quality of life. * My volunteer work with the learning disability day center provides me with relevant experience that supports in achieving my career aspirations; moreover the experience of caring for my son for the last twenty-eight years has provided me with hands-on experience, knowledge and skills in understanding and caring for individuals with autism, epilepsy and learning disability. Equipping myself with the BSc in Health and Social Care also supports to build up my knowledge base and competences required to accomplish my career aspirations. | | | | | | |
| **SWOT – Identify three of your areas of weakness that are necessary for development to achieve your career aspirations. Explain why they are**  **needed to achieve your career aspirations** | | | | | | |
| * I am not particularly qualified in the area of learning and disability, so I am not having the technical knowledge related to psychological and cognitive aspects that underpin the attitudinal and behavioural aspects of individuals with autism and other learning disabilities. These are key skills required for achieving my career aspiration of becoming a Learning Disability Manager since it helps me to better understand why individuals with learning disabilities behave and think in the ways they do, thereby supporting in developing more effective interventions to manage and address the root causes of attitudinal, behavioural and other issues they face. * My experience is largely centered on working with conditions like autism and epilepsy, therefore I am not having experience of caring for and managing a range of other learning disabilities. Having a holistic experience of working with and managing individuals with various learning disabilities remains a key in achieving my career aspirations as it supports in helps me understand their needs better, and handle them more efficiently. * Inherently, time management is a somewhat concerning skill for me since duties and exhaustion of caring for my son as stated above, alongside other duties like work, makes it challenging to manage my time appropriately and be in control of my mental capabilities. However, time management is an essential skill to support me in effectively performing my role as a Learning Disability Manager. | | | | | | |
| **Develop 5 goals in your action plan that will help you progress in achieving your career aspirations** | | | | | | |
| **Goals**  What do you want to achieve and what is the purpose of each goal? | | | **Description of planned developmental activities -**  What do you need to do to achieve this goal? What  support do you require? | **Target** When do you aim to  complete this goal? | **Criteria to judge success** How will you know you have achieved this goal? | **Evidence**  What will you include in your CPD portfolio to prove you have achieved this goal? |
| 1 | Gaining a professional qualification in the field of learning and disability management. The purpose of this goal is to gain technical knowledge related to psychological and cognitive aspects that underpin the attitudinal and behavioural aspects of individuals with learning disabilities, to support effectively managing such individuals. | | Undertake professional study to gain a qualification on learning and disability. | 12-18 months | * Completing this qualification * Ability of understanding why (related technical knowledge) individuals with learning difficulties behave in the ways they do * Ability of designing appropriate interventions to handle issues faced by individuals with learning difficulties | Qualification or certification from a relevant body (college) |
| 2 | Gaining experience of caring for and managing a range of learning disabilities. The purpose of this goal is to have a holistic experience of working with and managing individuals with various learning disabilities, to help me understand their needs better | | Volunteering/working in a range of different settings handling people learning disabilities | 18-24 months | * Identifying a variety of learning disabilities encountered by people * Understanding needs and concerns of people having different learning disabilities | Volunteering/work experience and relevant duties fulfilled in different settings with people having a variety of learning disabilities |
| 3 | Understanding and experiencing the various roles and responsibilities associated with caring for people with learning disabilities; the purpose of this goal is to enable me to have a good knowledge and understanding of the key roles required for holistic management of people with learning disabilities, to appropriately serve in my aspired career of the Learning Disability Manager | | Undertaking different roles (within my scope of skills and knowledge) that are involved in the process of caring for people with learning disabilities, and knowing associated responsibilities | 18-24 months | * Awareness of the numerous roles involved in caring for and handling people with different learning disabilities * Knowing the duties and responsibilities relevant to the different roles | The list of various roles assumed in relation to caring for and handling people with different learning disabilities, and responsibilities fulfilled under the same |
| 4 | Learning to manage my time in the most effective ways; the purpose of this goal is to support me in effectively carrying on duties at home as well as work-related duties without disruption (and procrastination) towards achieving my career aspirations | | Allocating achievable timeframes for completing duties and sticking to these, and getting help for managing duties at home when possible | 12-18 months | * Sticking to allocated timeframes for tasks * Capable of effectively carrying out home and work-related duties, maintaining sound mental capability | Having effective time management skills |
| 5 | Being aware about relevant standards of care and legislation related to handling people with learning disabilities, and practical implications of the same. The purpose of this goal is for me to have adequate insight on standards of care and legislative frameworks that guide caring for and managing such individuals | | Undertaking wider reading and specialized courses on standards of care and legislation on handling people with learning disabilities | 6-12 months | * Knowledge and understanding of legislation and care standards guiding care and handling of people with learning disabilities * Knowledge of practical implications of relevant care standards, legislation for a learning disability facility | Details of specialized courses undertaken in relation to standards of care and legislation that govern care and handling of people with learning disabilities |

# Task 2: Reflective analysis of learning and development on ‘Roles and Responsibilities’ activity

This section involves a critical reflective analysis of learning and development on the basis of the ‘’role and responsibilities’’ activity undertaken in the classroom. Considering my career ambitions outlined in the PDP above, this activity was one that had the most significant learning experience. The reflective model of Gibbs’ Reflective Model is used in this reflection, which is a model developed to provide structure towards learning from experience (Bassot, 2016). While offering a framework to explore experiences, it facilitates learning and planning from events that either did not go well, or that which went well. Comprising six stages as illustrated below, my reflection of learning and development on the basis of the ‘’role and responsibilities’’ activity will be analysed using each of these six stages of Gibbs’ cycle in the sections that follow.

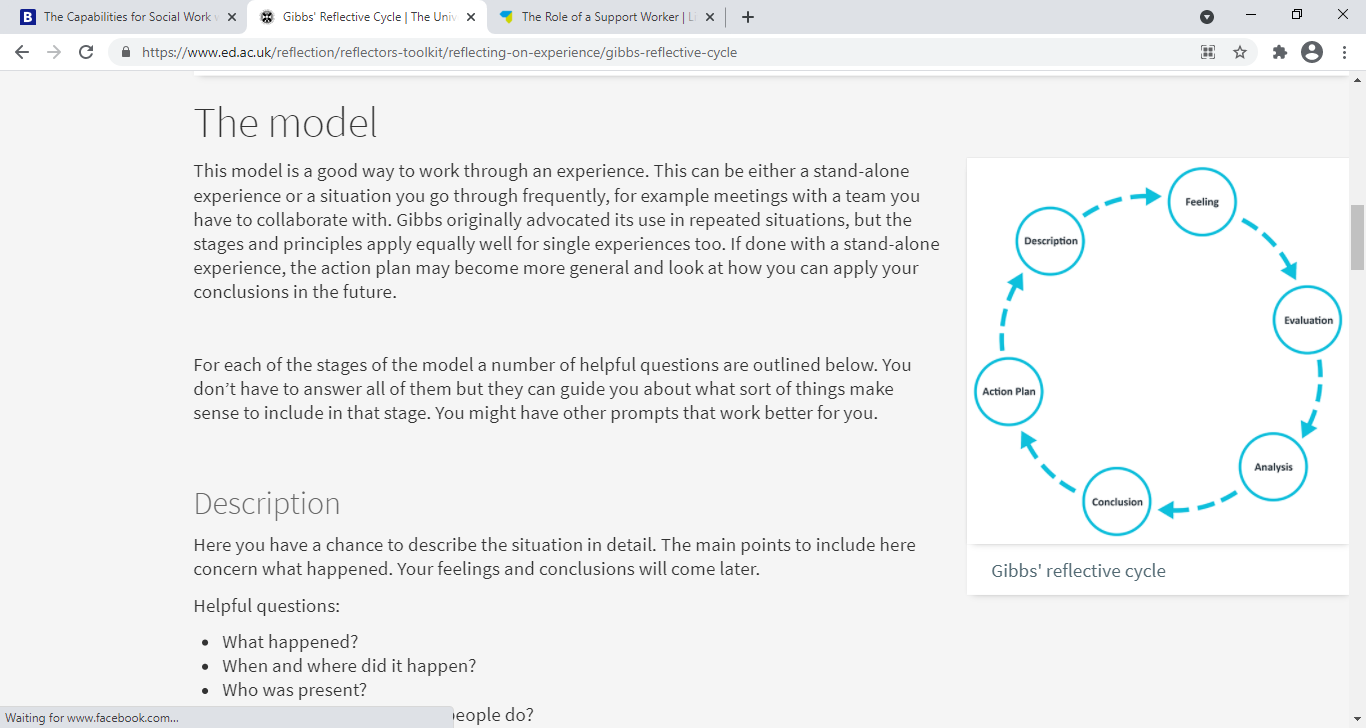


Figure 1: Gibbs’ reflective cycle

Source: Grant, McKimm and Murphy (2017)

## 2.1 Description

In this first stage, the experience is described in detail; the key areas of concern in this stage are in relation to what happened, what other people and myself did, the outcomes of the situation, etc. (Howaston-Jones, 2016). The ‘roles and responsibilities’ activities carried out in the classroom as part of my learning in the course of study focused on helping us understand the role of health and social care workers in helping people living with various mental health needs and physical disabilities to continue living their lives with more independence, while supporting them in reaching their potential by offering emotional as well as physical support as required. Through the ‘roles and responsibilities’ activities in the classroom, we were made to understand that the roles in health and social care are varied since each care recipient has unique needs, which makes the role of the health and social care workers unique too.

The experience of this activity emphasized on the role of health and social care workers as broadly supporting people with physical and mental difficulties in carrying out their daily tasks and supporting taking care of themselves, offering emotional support, teaching new skills, etc. Important aspects like promoting dignity, inclusion and diversity, etc. too were stressed upon, which are important aspects when providing person-centered care. Certain key responsibilities too were highlighted in the classroom activity which involve providing help and support with healthcare needs like administering medication and routine checkups, providing emotional support for the particular individual as well as their family, teaching life skills, and also working with other healthcare professionals towards ensuring that all needs of care are meeting the highest possible standards.

## 2.2 Feelings

In this stage of Gibbs’ cycle, focus is placed on exploring thoughts or feelings had throughout the experience, and their impacts on the experience (Grant, McKimm and Murphy, 2017). Overall, I felt these were very useful learning activities that supported me in getting in a good understanding about the roles and responsibilities of health and social care workers. Before taking part in the activities I felt that this maybe an easy activity, considering that roles and responsibilities of health and social care workers was something I was familiar with. However during the activity I felt that there was much more to the roles and responsibilities due to the diverse needs of people being care for; this increased my motivation to focus more on this activity and gain as much as possible from it, considering my career ambitions and the various roles I may have to assume and responsibilities required to be undertaken.

I felt that other people in my classroom too were very interested in this classroom activity since it was highly of relevance too all students, as everyone is planning to be assuming various different roles in the health and care sector and understanding the responsibilities to be fulfilled remains a key. After the activity I felt that I was able to increase my scope of knowledge in relation to roles and responsibilities, and was more prepared to fulfill the various responsibilities and handle challenges associated with the different roles.

## 2.3 Evaluation

This stage of Gibbs’ reflective cycle involves evaluating what worked out and what did not work out in the experience (Hargreaves and Page, 2013). In order to make the most out of the reflection carried out, it is important to place focus on both the negative as well as positive aspects experienced. In terms of things that went well, I was able to gain a lot of insight into the various roles and responsibilities of healthcare workers, particularly on providing physical, mental and emotional support on a variety of aspects of their lives. This was a good experience since it enhanced my technical knowledge on why people with physical and mental health difficulties sometimes behave and think in the ways they do, and the role we need to play in attending to their needs. Moreover concepts like inclusion and diversity, respecting dignity and autonomy too beneficially widened my perspectives on the importance of considering these aspects when fulfilling responsibilities. However, what did not go so well was that there was little focus on roles and responsibilities involved in caring particularly for people with learning disabilities.

While I was expecting this area to be covered in depth, which was highly of relevance to my future career aspirations, aspects like the various healthcare roles required to provide holistic person-centered care for people with learning disabilities, various needs of people with mental health disabilities and the responsibilities of health and social care workers in understanding these unmet needs and ways of addressing the same, etc. all were not covered through this activity as I was hoping for. Notably, I was happy to make some positive contributions in terms of narrating some of the experiences gained through my personal life experience of caring for my son with learning disabilities; this helped myself and other fellow students to understand some practical implications and challenges of responsibilities of caring for people with learning disabilities.

## 2.4 Analysis

This stage of Gibbs’ cycle involves extracting meaning from the experiences that occurred, and which were detailed thus far in the reflection (Bassot, 2016). This step therefore involves making sense of what happened, targeting aspects that went well and which did not, and analysing why this was so. I think the reason why I was able to gain a lot of insight into the various roles and responsibilities of healthcare workers was that this was the principal aspect focused on in the classroom activity, which helped all students in getting a holistic view and understanding about roles and responsibilities in healthcare. I believe the reason why there was little attention on roles and responsibilities of caring particularly for people with learning disabilities was because the classroom activity and relevant modules are not concentrated on the aspect of learning disabilities.

Therefore it was of essence for the classroom activity to place a general focus on roles and responsibilities associated with a broad range of physical and mental health issues, not only learning disabilities. Since the latter was the area of focus in order to pursue my career aspirations, I thought it would have been better if more focus was given to this area to support mw enhance my knowledge. Nevertheless, the learning gained through this classroom activity has helped me better understand why people with mental health problems, including learning disabilities, sometimes behave in the ways they do, and the relevant responsibilities that health and social workers need to fulfill in order to meet their various needs; this includes inclusion and diversity and such concepts that sometimes tend to be overlooked. All this has supported me in getting a solid background knowledge in relation to the various roles and responsibilities that need to be fulfilled in a facility when pursuing my career ambition of becoming a Learning Disability Manager.

## 2.5 Conclusion

This stage of Gibbs’ reflective cycle focuses on drawing conclusions about what happened (Hargreaves and Page, 2013); this is the stage where learning from the experience is summarized, and highlights made on changes to actions that could be improving outcomes in the future (Williams, Woolliams and Spiro, 2012). In terms of the classroom activity reflected upon, I have learnt the diverse nature of roles and responsibilities involved when caring for people with physical and mental health issues due to their diverse individual needs. Considering my career ambitions and the various roles I may have to assume and responsibilities required to be undertaken, this classroom activity has widened my perspectives on roles and responsibilities in health and social care. While I expected to gain more insight on roles and responsibilities that are particularly involved with learning disabilities, I felt that I need to do more background reading in this area of specialization which is of relevance to my own career aspirations. This will help me to handle another situation like this classroom better, by relating taught material to my wider reading on my area of specialization.

## 2.6 Action Plan

In this final stage of Gibbs’ reflective cycle, focus is placed on what would be done differently in a related or similar situation in future (Bassot, 2016). Following on from the conclusion discussed above, in future I would prepare for such a classroom activity by engaging in more background reading in the area of specialization (learning disabilities) which is of relevance to my own career aspirations, so I could bring up relevant points of discussion and clarify areas of concern to build up my knowledge required to effectively achieve by career aspirations. Therefore it is noteworthy that reflecting upon this learning event has helped me better prepare for classroom learning by doing wider reading on my planned future area of specialization, to bring up relevant points to discuss that would enhance my knowledge required to achieve my career ambition of becoming a Learning Disability Manager. It also helps to build solid background knowledge supporting in achieving my PDP goals of gaining a professional qualification in the field of learning and disability management, gaining experience of caring for and managing a range of learning disabilities, as well as other stated PDP goals.

# References

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