

REFLECTIVE DEBRIEFING

(Hockley 2014)

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/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 happened leading up to the death/event?

Describe what happened for individuals on the various shifts that led up to the death or event

3. How do staff feel things went?

What went well? What didn't go so well? How did people feel about this?

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.

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 i.e. 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, DNACPR form in place, OOH form completed.

4. What could have been done that could have change the outcome?

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 do we need to change as a result of this reflection?

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

1. Pen portrait of person or event

2. What happened leading up to the death?

3. How do staff feel things went?

a) What went well?



b) What didn't go so well?



5. What do we need to change as a result of this reflection?

4. What could we have done that might have changed the outcome?

