Case Study

Self-reflection is a process that requires quiet and peace of mind. What results in this is a sense of value and the need to practice morality (Mills, Wand & Fraser, 2015). However, there are values that are held closely and uniquely to each person. Various personalities are defined by what people value and what they do not consider worthy of their attention. The two values I consider important and worthy are respect and care. These two values shape the way I view various aspects of life characterized by various personalities and attitudes. Respect guarantees good feedback while care makes me optimistic and have more values that are of benefit to my personal life and that of others. Care and respect go hand in hand and can be either professional or personal (Raheb et al., 2018). The purpose of respect is in order to develop care for our environment and those around us. The mutual aspect is the ability for both values to go hand in hand and be applicable for the sake of lasting results.

My personal strengths in terms of qualities are an ability to create a conversation and healthy arguments while expressing patience, respect, and care toward a person (Martin & Townsend, 2014). The strengths are important to both my personal development as well as my professional development. The first strength makes it easy for people to reach out to me and/or approach me. This is necessary for both the personal and professional aspects. The power to express leadership qualities among other people involves a range of capabilities that ease communication and create comfort around the people that are involved (Miller, 2014). These strengths in the professional world make it easier to have a loyal range of consumers. In terms of friendships, the qualities increase more trust between myself and the people close to me. Being an excellent colleague is also affected by these qualities in that personal tasks are excellent and delivered on time. Having these qualities maintains a sense of inner peace, which reflects on the outside environment and affects the state around.

Person-centered care is care that puts the needs of a patient before an institution’s best interests. This means that a person is given care according to what he or she needs, and his or her care is based on decisions made on common ground with the sole purpose of listening and thinking together. Person-centeredness relates closely to person-centered care. However, person-centeredness means that a patient is seen as equal partners and can be involved in decision-making. The patient in this case can plan, develop, and monitor the process (McCormack, & McCance, 2016). Person-centered care and person centeredness both put the patient in the middle of decision-making. This means that the patients’ interests are always put first and prioritized with their individual needs and wants to put into deep consideration. Person-centered care improves livelihoods and environments, and allows patients and service providers to build healthy relations. It is a necessity in the effective management of healthcare (Griffiths et al., 2015). It generates cohesion and good leadership skills while enhancing service provision in the social and health sectors.

The communication skills I possess are empathy and listening. The reason for this is that, by listening, I get a range of knowledge on how to combat challenges as well as make the other party comfortable (Mori & Tanno, 2015). Listening presents me as a person whose needs come after those of the other people around me. This expresses a level of earnest care and creates great rapport with everyone around me. Empathy results from good listening skills and understanding people’s situations from their perspectives. It is also great for building relationships with people who possess a range of personality traits (Van et al., 2015). These people require environments where their needs are prioritized and their wants given great attention. The importance of these two skills is that they go hand in hand in ensuring that a patient’s needs are placed first before the needs of others that fall under these sectors. Person centeredness principles dictate the value of having utilitarian results through thorough and beneficial involvement of every person involved in certain processes.

There are two important strategies I use to empower myself. The first strategy is keeping a gratitude journal. Gratitude is an attitude that can only be cultivated through positive habits. The importance of this is that it blocks the mind from engaging in stressful and challenging situations. The technique for being habitus generates a bound of positive energy, and this can be transferred to the people around. The importance of this is that it naturally excludes attention to negative situations. Self-care and self-healing are expressed toward the receiver of gratitude and the person showing gratitude (White, 2014). This means that virtues are slowly developed, and they turn into a lasting character. The other important strategy is developing humor. This buffers stress and ensures that situations are kept light and away from turning into harm against the person. Humor allows the presence of joy despite the pressure and negativity exerted in situations. It also increases the function of the immune system and relaxes muscles while lightening the day.

The areas to improve on are emotional responses and mindfulness. For emotional response, there is a requirement to focus less on perfectionism and be able to handle mistakes. This has been a battle due to the pressure for excellence. Learning to take criticism means that I have the chance to build on lasting virtues and be patient with the people around me. The benefit of taking criticism positively is that it makes strong character and enhances the ability to see and think positively of oneself and others. It is also a way to have positive responses to every hard or tricky situation. Mindfulness is one other areas to improve on. This enhances the abilities of self-awareness and increases the presence level of a person (Van et al., 2017). Being mindful means that I am in control of what entails my positive environment by ensuring I am present in every situation. Building up on this ensures that the chances of stress taking over are squashed and done away with in good time. It is essential to building on self-worth.

Part 2

The Rolfe model in comparison to the Wanda, Fowler and Wilson model has not much difference in that they both aim toward self-empowerment, self-awareness and positive presence. The models are the routes to making better decisions and ensuring that they do not affect the way in which people may perceive certain situations. The Rolfe reflection model bases its patterns on the how, why, and what questions (Rolfe, 2014). These questions create an inward analysis of the choices to be made and the reasons why these choices have to be made. The choices also influence the immediate environment.

The Wanda, Fowler and Wilson 2016 model shows that reflection is greatly affected by information made available to us. It insists on the necessity to build a thought process that exerts positivity and the need to solve a problem. This model creates learning experiences and runs with them. This means that those involved must face induced hardships to test their abilities to handle normal situations (Wanda, Fowler & Wilson, 2016). The intent of this model is to create diversity in reflection and ensure that it affects a great percentage of the people by causing positive change. The necessity is that it enhances self-awareness.

The models also have their limitations in that they are not easily approved due to the lack of theoretical knowledge of reflection. The philosophical aspects of these models are meant to create a safe space for expression and also cause growth for the people around. The reflection models are of high ranks and necessitate a good character.

The model preferred in this case is the Rolfe model. This model evaluates the thoughts of a person’s depth by an analysis of what the problem involves and the reasons why there is a problem. This first step takes a person into an analytic position and helps him or her think clearer and make better decisions (Crane & Ward, 2016). The what section allows a person to exercise presence and have excellent memory due to the same. It is clear that the Rolfe model’s first step is to relate with experiences and accept them. This step makes it easier for honesty and truthfulness to be revealed. The Rolfe reflection model is subtly demanding but ensures that discipline is cultivated through self-analysis and self-analytical figures. The Rolfe model is quick to grasp and is not limited to the places where it is exercised.

The ability to experience while reflecting is important. However, unlike the Rolfe model, Wanda, Fowler, and Wilson limit the ability to experience an actual situation. This, therefore, means that a person is limited to learning and self-expression, making the process slower in terms of results. Creating the Rolfe model means that, once a person is done with the self-evaluation, step two teaches him or her how to consider results in a singular form. This means that all possibilities are sampled and given the chance to express a sense of positivity. This model necessitates an increase in intellectual capabilities and uses the same to rectify situations. It requires discipline and an ability to quickly and uniquely discern right from wrong.

Diagram 1: The Rolfe’s Framework for Reflective Practice

|  |  |  |
| --- | --- | --- |
| A descriptive level of reflection | Theory- and knowledge-A building level of reflection | An action-oriented (reflexive) level of reflection |
| **What ...** | **So what ...** | **Now what ...** |
| … is the problem/ difficulty/reason for being stuck/reason for feeling bad/reason we do not get on/etc., etc.?  ... was my role in the situation?  ... was I trying to achieve?  ... actions did I take?  ... was the response of others?  ... were the consequences  for the patient?  for myself?  for others?  ... feelings did it evoke  in the patient?  in myself?  in others?  ... was good/bad about the experience? | **...** does this tell me/teach me/imply/mean about me/my patient/others/ our relationship/my patient’s care/the model of care I am using/my attitudes/my patient’s attitudes/etc., etc.?  ... was going through my mind as I acted?  ... did I base my actions on?  ... other knowledge can bring to the situation?  experiential  personal  scientific  ... could/should I have done to make it better?  ... is my new understanding of the situation?  ... broader issues arise from the situation? | ... do I need to do in order to make things better/stop being stuck/ improve my patient’s care/resolve the situation/feel better/get on better/etc., etc.?  ... broader issues need to be considered if this action is to be successful?  ... might be the consequences of this action? |

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