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What is the era cycle model of reflection jasper 2013. What are reflective cycles. What is era cycle. What day of cycle is era done.

The final model builds on the other three and adds more stages. It is one of the more complex models of reflection but it may be that you find having multiple stages of the process to guide you reassuring. Gibb's cycle contains six stages: Description Feelings Evaluation Analysis Conclusion Action plan As with other models, Gibb's begins with an outline of the experience being reflected on. It then encourages us to focus on our feelings about the experience, both during it an after. The next step involves evaluating the experience - what was good or bad about it from our point of view? We can then use this evaluation to analyse the situation and try to make sense of it. This analysis will result in a conclusion about what other actions (if any) we could have taken to reach a different outcome. The final stage involves building an action plan of steps which we can take the next time we find ourselves in a similar situation. Gibbs, G. (1998) Learning by Doing: A Guide to Teaching and Learning Methods. Oxford: Further Education Unit, Oxford Polytechnic. Reflective writing models are used widely throughout academia in a number of different disciplines, from nursing to business studies. The practice refers to a learner reflecting on an experience and analysing how they coped with it. This could be an incident which has happened in a placement such as a ward or classroom or it may be a particularly tricky presentation you had to deliver. Reflective writing models can help give you structure or a 'framework' to that reflection to help you break down the experience in a comprehensive and methodical way. You are then able to learn from that experience, by assessing how you managed it, why you behaved in the way you did and learn how to improve or duplicate it in the future. Benefits of Reflective Writing. It is important that the reflective practice does not just take place for negative situations but also for situations where the outcome has been desirable, in order to repeat this or to help others to learn from your lead. Taking the time to reflect on a particularly difficult or successful situation can help you break down what exactly about that situation caused the reaction and encourages wider reading and learning about that situation. The idea of having 'a good, hard think' about a situation has proven to be unrivalled in terms of learning and gaining results from learning from our own actions. The actuality of putting this learning process into words is what reflective writing is based on, so our educators are able to see our progression and understand our thought processes. Different Reflective Writing Models? When it comes to following a reflective writing model, you have an abundance of choice available to you. There are a range of models available to learners and their styles and levels of depths are suited to everyone individually.

What works for a learner on one course may not suit their colleague on the same course. It is up to you to select one most suited to your needs. Here are a few models listed which may help you start your selection process: ERA Cycle (Experience, Reflection Action). Reference: Jasper, M. (2013). Beginning Reflective Practice. Andover: Cengage Learning. Kolb's Experiential Learning Cycle. Reference: Kolb, D. (1984) Experiential Learning: Experience as the Source of Learning and Development. Upper Saddle River: Prentice Hall. Gibb's Reflective Cycle. Reference: Gibbs, G. (1998) Learning by Doing: A Guide to Teaching and Learning Methods. Oxford: Further Education Unit, Oxford Polytechnic. Driscoll's What Model. Reference: Driscoll, J. (ed.) (2007) Practicing Clinical Supervision: A Reflective Approach for Healthcare Professionals. Edinburgh: Elsevier. based off of: Borton, T. (1970) Reach, Touch and Teach. London: Hutchinson. Rolfe et al.

Framework for reflective Learning. Reference: Rolfe, G., Freshwater, D., Jasper, M.

(2001) Critical reflection in nursing and the helping professions: a user's guide. Basingstoke: Palgrave Macmillan. John's Model for Reflexive Learning. Reference: Johns, C. (1995). Framing learning through reflection within Carper's fundamental ways of knowing in nursing. Journal of advanced nursing, 22(2), 226-234. As you will see, some of these models were more designed towards a certain field (for example, nursing and healthcare) and yet have grown and have become applicable to many other areas of study, lending themselves to reflective practice in any field of study. The structure remains the same, simply applied in a different way. If engaged with correctly, it will allow the same level of reflection and learning as in the original field it was designed for. Common Mistakes with Reflective Writing Reflective writing is a constructive process when done correctly.
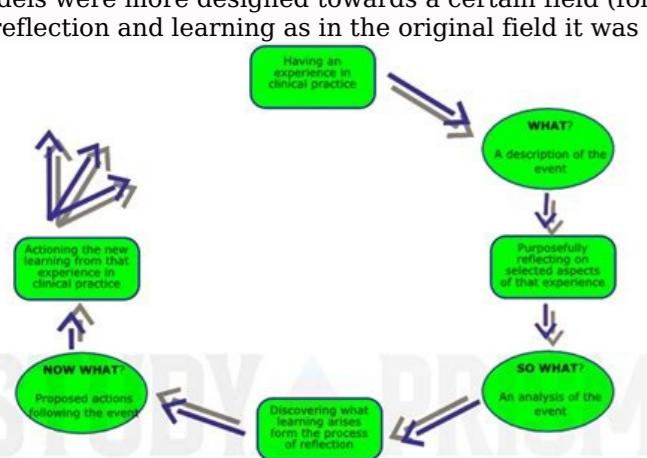
Common mistakes can be made when a learner engages too lightly with a reflective process. For example, when Gibb's Reflective Cycle asks you to reflect on your feelings regarding the experience, it is easy to say you felt happy/ sad/ frustrated/ overwhelmed or out of your depth; what is less is easy in assessing why you felt that way and the actions that led to those feelings. Engaging critically is a skill required throughout academia and applying it to reflection is no exception. Reading further to see how others have engaged deeply in the thought process and how you can deepen your critical reflection by thinking about the circumstances surrounding and what led to that situation and how and why you reacted in the way you did gives you big points with your markers and really aids your learning process. Reflective writing is a learnt skill, and it can sometimes be hard to reflect on an experience within these confines or to put the experience into a chronology that fits into the mould of your selected reflective model. It is important you explore and experiment with different reflective writing models to see which one works best for you. ERA cycle first came into light through the book, "Beginning of Reflective Model" written by Melanie Jasper in 2013. This is the simplest model which works quite similar to Kolb's reflective cycle but only contains 3 stages to self-introspect naming Experience Reflection Action These three components form a building block of reflective practices and underline the major occurrences from the topic for us to reflect upon. Irrespective of good or bad experiences, we might feel the need to introspect some crucial experiences that need our attention. This is where out of all the reflection models, the ERA cycle can effectively assist you in self-introspection. Table of Contents Overview Stages of ERA cycle Example of ERA cycle FAQs References Through the ERA cycle, Jasper suggested that first, You experience something unusual or something happened to you for the very first time in your regular occurrences. Once you have experienced something that needs your attention after it has happened, you start reflecting upon the experience meticulously. You start introspecting the feelings you felt during that particular experience. Based on your reflection and self-analysis, you prepare for the next steps that could lead to your self-improvement while experiencing similar situations in the future. Three stages of ERA cycle Stage 1: Experience This is the stage where you need to draw out all the minute details of the experience. So, some questions that can assist you with the same will be What, where, and when did this happen? In this you will give the readers all the factual information about the event that will help readers understand the context of the situation. What other aspects were involved? In this, you will highlight the different aspects that were involved in the situation and contributed to getting the obtained result. Was the situation contextual? In this you will specify whether the situation was dependent on the circumstances or not. How did you and other involved people react? In this, you will answer by explaining the reaction of other people that were involved in the situation. Stage 2: Reflection This is the analysis phase. In this, you will effectively analyze your actions.
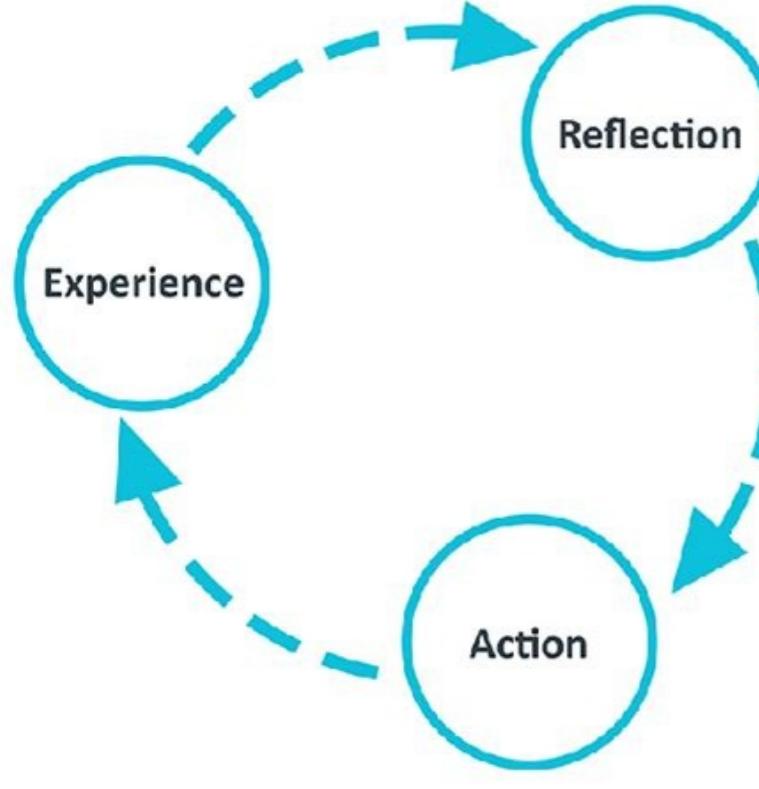
So, questions that will help you in analyzing the situation are What did you feel at that point in the situation? In this, you will highlight your feelings of the time when you were experiencing the situation you are reflecting upon. Could you have responded in some other way instead of how you did react? In this, you will highlight the alternatives of your actions or reactions in the place of action you took in the situation. Do you need to improve any of your skills to improve your reaction in this situation?
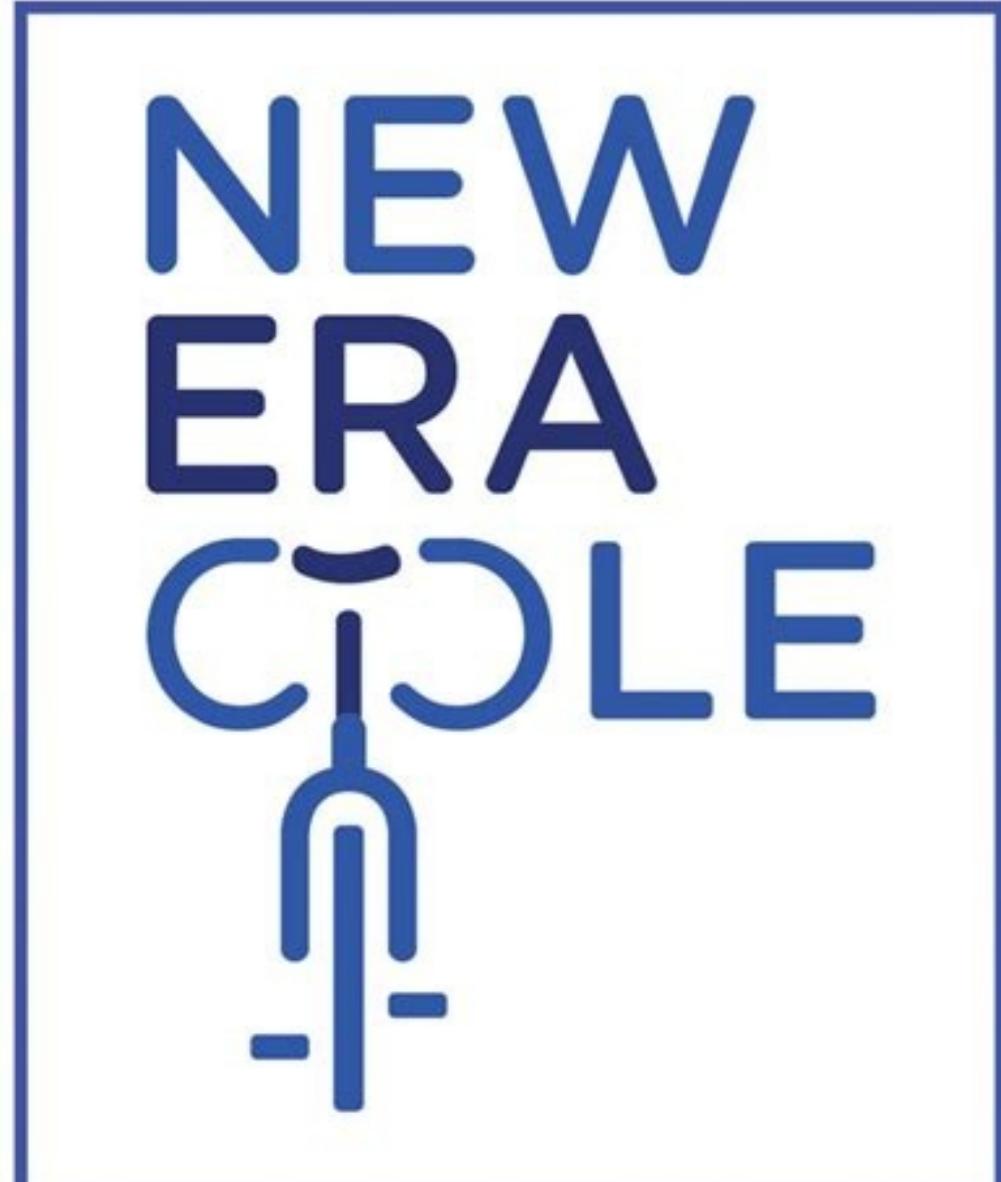
In this, you will present the requirement of skills that could assist you in reacting more efficiently to similar situations in the future. Can you draw out any learnings from this situation? In this situation, you will highlight your learning from the situation you are using this reflection model in. What was the reason that things went well or bad? While answering this situation, you will present the main reasons behind the success or failure of your actions in the situation. Stage 3: Action After all the introspection, through this stage, you will develop an action plan for the future occurrence of a similar situation. A few questions that can assist you at this stage are What would you do if a similar situation comes up again? In this part, you will explain the future actions you will take to respond to a similar situation. At what point will you use the learnings? In this, you will explain the implementation of the learnings you gained from the whole situation. Now that you have effectively understood the model and its all-main components, the next section will shed light on the reflection of my nursing experience during my first OPD in the hospital. ERA reflection cycle's framework example in nursing Case assessment - This reflective example will highlight the experience of a nurse conducting OPD after her placement in hospitals. This reflective experience will draw out her challenges and her future action plan for improving her performance. Stage 1: Experience After my placement in one of the biggest hospitals in the city, after months of practice, it was the first time I was directly going to consult a patient in the Outpatient Department (OPD).

I was supposed to detect the symptoms and come up with a diagnostic plan for the patient. A 50-year-old came to the OPD with an issue of low energy and fainting from time to time. Through the symptoms, I found out that there is a good possibility of low blood pressure in the patient. However, as it was my first OPD, I wanted to be double sure of every step that I was going through. So, I kept on checking my notes and I eventually got panicked and confused. Even the patient detected my nervousness and became uneasy himself. This was impacting mine as well as the performance of the hospital. Satisfaction of the patient is a core tool for tracking the performance of the hospital as well as the service that they are providing to the patient (Hussain et al., 2019). My senior was supervising my consultation and by detecting a chaotic situation, she decided to step in and finish the consultation herself. Stage 2: Reflection Reflecting upon my experience, I felt that to get the consultation right, I thought it would be good that I would follow the exact template. But being under the pressure of getting things right and my supervisor standing right next to me, made me doubt my knowledge, and eventually, I started checking my notes. This is where the lack of confidence made me nervous and I got confused during the consultation. Additionally, my supervisor also gave me the same feedback that I was doing well but due to a lack of self-confidence, I got anxious and messed up during the consultation. She further added that being double sure was good, but as every patient is different, you need to keep high self-confidence. I feel that my lack of confidence and anxiousness were the main reasons I feel things went in a bad direction. Stage 3: Action From my reflection, I learned that I would be calmer the next time during my consultation.
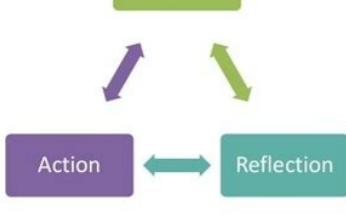
For this, I would prefer taking deep breaths to calm myself down in case of any sort of anxiety experience. During my next consultation, I would keep confidence in myself and would trust my knowledge and expertise to plan out the diagnostic action plan for any patient. However, I also learned that I would keep revising my notes at regular intervals so that I would not need notes to be double sure at the time of consultations. This would also assist me in building self-confidence. Secondly, keeping the feedback of my supervisor in mind, I understood that every patient is different and we do not need to follow the same framework of questions while providing consultation to every patient. So, from next time, I will ensure to treat every patient as per their requirement. FAQs No, ERA is not the same as Kolb's experiential learning model. While both focus on learning through experience, Kolb's cycle includes four stages: experiencing, reflecting, thinking, and acting. In contrast, ERA emphasizes the importance of reflection and action as crucial components of experiential learning, without distinct stages. ERA's limitation lies in its potential vagueness due to the absence of structured stages like other models such as Kolb's reflective cycle, Gibb's reflection model, etc. Without clear steps, learners may find it challenging to apply the theory effectively or integrate it into their learning experiences. Additionally, ERA's practical implementation and its impact on various learning contexts might require further exploration. You can reflect on various experiences, including work-related situations, personal interactions, challenges, successes, or even everyday events. References Low blood pressure (hypotension) (2022) Mayo Clinic. Mayo Foundation for Medical Education and Research. Available at: (Accessed: November 10, 2022). Hussain, A., Asif, M., Jameel, A., Hwang, J., Sahito, N., & Kanwel, S. (2019). Promoting OPD Patient Satisfaction through Different Healthcare Determinants: A Study of Public Sector Hospitals. International Journal Of Environmental Research And Public Health, 16(19), 3719. doi: 10.3390/ijerph16193719