

## Appendix 1: Adapted Kolb's Reflective Cycle

Name:  
Date of Event:  
Date Record Completed:

Scenario Title:

**Concrete Experience:**

**Describe/Factual:** What happened? Tell the story. Who were the people involved.

**Reflective Observation:**

**Reviewing/Reflecting on the experience** ask questions about it)

*Narrative:*

*Why is this scenario important enough to be thinking about*

*What feelings did I have – do I have now? Why. –*

*Historical: Have I felt like this in the past? Are there common themes to the way I've felt in other experiences?*

*Social: Were my feelings similar or different from other peoples? Why*

*Cultural: Did my background or values impact the situation? Did other people's background and values impact on the situation?*

**Abstract Conceptualisation:**

**Concluding/Learning from the experience (Make links to theory)**

*What professional knowledge influenced my thinking/actions?*

*What other knowledge that should have influenced my thinking/actions?*

*Summarise what you have learnt, showing how you feel differently now.*

*What if? So what? What next?*

**Active Experimentation:**

**Planning/Trying out what you have learned**

*What are you going to change in your clinical practice?*

*How are you going to integrate this new knowledge?*

*Does your change in practice impact anyone/anything else*

*What are/will be the effect of these changes?*

**Relationship to Professional standards/Practice competencies:**

**Change in Practice:**

*What now do you feel about this incident?*

*How has your practice changed?*

*Can you give an example to highlight these changes in knowledge, skills or attitude*

*How does this change advantage others?*

**Ref:** Kolb, D.A. (1984) *Experiential Learning: Experience as the Source of Learning and Development*. New Jersey: Prentice-Hall

## Appendix 2: Adapted Gibbs' Model of Reflection

**Name:**

**Date of Event:**

**Date Record Completed:**

**Scenario Title:**

**Description:**

**What happened – tell the story, uninterrupted.**

**Include:**

*Historical referent*

*Cultural referent*

*Sociological referent*

**Feeling:**

**What were you thinking and feeling? (How are you feeling now as you retell the story)**

*How does this relate to past experiences in your own life? Did you react in the same way or differently as you did in the past – If so why? How are these thoughts or feelings consistent with the cultural or social feelings of your time?*

**Evaluation:**

**What was good and bad about the experience? (Why was it good or bad, and what are you basing this upon?)**

*What is your initial description of the analysis of the event? Good / bad? Take time out and re-describe your analysis of the event. Do you feel the same now as you did originally?*

**Analysis:**

**What sense can you make of the situation? Think about what this means for you.**

*Who have you talked to about this experience? What did you say and how did they react? Did they confirm or refute your story? How did this make you feel and did you alter your understanding of the experience?*

*What literature have you read to help you understand this experience? And how has this altered how you understand the experience?*

**Conclusion:**

*What else might you have done? (And why you didn't at the time)*

*Now what broader issues need to be considered if this action is to be successful?*

**Action Plan:**

*If the same situation arose again, what would you do? (The same or something different?). Is it a situation you expect to deal with again? If not, how might your reflection be applied to other situation*

*Development of moral understanding & practice*

*Impact on current and future society*

**Relationship to Professional standards/Practice competencies:**

**Change in Practice:**

*What now do you feel about this incident?*

*How has your practice changed?*

*Can you give an example to highlight these changes in knowledge, skills or attitude*

*How does this change advantage others?*

**Ref:** Gibbs, G. (1988) *Learning by Doing: A guide to teaching and learning methods*. Further Education Unit. Oxford Polytechnic: Oxford.

## Appendix 3: Reflection Using adapted Kolb's Reflective Cycle

<b>Name:</b> <b>Date of Event:</b> <b>Date Record Completed:</b>
<b>Scenario Title: Hamstring Strain...</b>
<b>Concrete Experience:</b> <b>Describe/Factual: What happened? Tell the story. Who were the people involved.</b>
I've been on a sports massage course which I enjoyed as it was a practical course and I was able to consolidate my traditional massage skills while learning some new techniques. I had not previously integrated movement of the patient while I performed stroking/effleurage massage techniques and I found these could add a new dimension to my treatments. At the end of the course I felt confident applying the techniques based on the feedback from the course tutor and I have continued to practice these techniques with my patients. I've been using them on a patient with a hamstring strain, but they haven't improved functionally as much as I thought they would. So I'm questioning my use of the technique as maybe they are not as effective as I thought they were. I then spoke to a more senior colleague about the techniques that I had learnt. She had not come across them before herself and so she was interested in me explaining them to her. When this part of the conversation was over she started asking me about the other things I was doing with my patient, it was at this point I realised that I had been focusing on my soft tissue skills and had not thought about other things that should be in my rehab program for them.
<b>Reflective Observation:</b> <b>Reviewing/Reflecting on the experience ask questions about it)</b> <b>Narrative:</b> <b>Why is this scenario important enough to be thinking about</b> <b>What feelings did I have – do I have now? Why. –</b> <b>Historical: Have I felt like this in the past? Are there common themes to the way I've felt in other experiences?</b> <b>Social: Were my feelings similar or different from other peoples? Why</b> <b>Cultural: Did my background or values impact the situation? Did other people's background and values impact on the situation?</b>
I spent a lot of money on the course and am now disappointed that it hasn't consistently improved the outcomes of my treatment. I also felt frustrated and embarrassed for not being able to improve the function of the patient which I had expected. I felt worried this might impact on the confidence that the team and athletes would have of me. In a similar event last year I lost the confidence of the head coach when I failed to get a player back to competition by an agreed date. He then wanted a second opinion on my key decisions with future injuries. That made me feel devalued and insecure and I felt I lost my integrity within the team. I didn't want to have that happen again in this new job. I've not been long in this role so although more of a novice I still have experiences and skills which I need to be able to apply in a more refined way. Fortunately I felt comfortable going to my colleague because she's approachable despite her seniority. Having talked this through with my colleague, I realised that this scenario wasn't as extreme as before and I felt relieved. I was reassured by my colleague's comments and feel I now have greater clarity over when I should use these techniques and that I should always ensure I address the different components to rehabilitating a muscle strain.
<b>Abstract Conceptualisation:</b> <b>Concluding/Learning from the experience (Make links to theory)</b> <b>What professional knowledge influenced my thinking/actions?</b> <b>What other knowledge that should have influenced my thinking/actions?</b> <b>Summarise what you have learnt, showing how you feel differently now.</b> <b>What if? So what? What next?</b>
I was using knowledge gained from Sports Massage course and was applying a wider variety of different techniques than prior to the course. I also read some early chapters in Myers (2009) which clarified the principles and clinical reasoning needed when using some of these techniques. It highlighted to me that I need to use my clinical reasoning and adapt and progress my soft tissue techniques based on my assessment and that the massage with movement techniques might be more appropriate when I want to influence the fascia. My colleague found two useful review articles (Heiderscheit et al (2010). Mason et al (2007)) discussing

hamstring rehabilitation which reminded me of the importance of planning a multi-factorial rehab programme; the need to load the tissue appropriately, ensure different muscle actions are integrated, to address other kinetic chain factors and the neuromuscular properties needed by the athlete. I feel reassured that I can implement appropriate rehabilitation; I just need to ensure I employ my clinical reasoning skills. I know that I will not always lose the trust of my team if things do not go to plan if I communicate effectively and can justify my actions.

Heiderscheit, P.T., Sherry, M.A., Slider, A. et al (2010) Hamstring Strain Injuries: Recommendations for Diagnosis, Rehabilitation and Injury Prevention. *Journal of Orthopaedic and Sports Physical Therapy*. 40(2); 67-81

Mason, D., Dickens, V. and Vail, A. (2007) Rehabilitation for hamstring injuries. *Scandinavian Journal of Medicine and Science in Sports*. 17(2); 191-192.

Myers, T. et al (2009). *Anatomy Trains. Myofascial Meridians for Manual and Movement Therapists*. Churchill Livingstone.

#### **Active Experimentation:**

##### **Planning/Trying out what you have learned**

**What are you going to change in your clinical practice?**

**How are you going to integrate this new knowledge?**

**Does your change in practice impact anyone/anything else**

**What are/will be the effect of these changes?**

- Recognise multifactorial nature of hamstring problems. Incorporate holistic management ideas.
- Check next 3 assessment and management plans with colleague to allow discussion to consolidate new knowledge and approach to managing hamstring strains.
- I expect these changes to reduce the 'return to play' time for these athletes and plan to monitor this through my notes in an audit.
- I'm now going to use the new massage with movement techniques more appropriately, ensuring I clinically reason what and why I am doing them and the impact I hope to achieve.

#### **Relationship to Professional standards/Practice competencies:**

International Federation of Sports Physical Therapy (IFSP) Competencies;

2. Acute Intervention

3. Rehabilitation

6. Life Long Learning

#### **Change in Practice:**

**What now do you feel about this incident?**

**How has your practice changed?**

**Can you give an example to highlight these changes in knowledge, skills or attitude**

**How does this change advantage others?**

8 weeks later.

Looking back on this critical incident I feel this course and subsequent patient has positively impacted my practice and I feel more confident with hamstring strains and their management. I have discussed 2 subsequent patients with my senior and am more confident verbalising my clinical reasoning and justifying my management plan. We had a good debate yesterday about the second patient about different management options and when to introduce eccentric exercises. This made me realise my skills and reasoning had improved and I was able to give detailed answers when questioned and that I still remembered what the articles had said and was able to use this research to inform my practice. As a result I progressed the second patient's program more quickly but felt confident that my objective marker was appropriate to know if this progression was too quick. I am using the massage movement techniques to address the local tissue response to the healing but using exercise therapy to address functional aspects.

The team coach also commented that athlete Z was looking good in the gym this week, which was a confidence booster to me as he is a difficult coach to please.

#### Action Plan

- Apply techniques to other soft tissue injuries in the lower and upper limb and document and reflect on these sessions to consolidate my learning
- Present a practical in-service training session to department about aspects of the course and a case study demonstrating my clinical reasoning.

**Ref:** Kolb, D.A. (1984) *Experiential Learning: Experience as the Source of Learning and Development*. New Jersey: Prentice-Hall