

GIBBS' CYCLE REVIEW - EMOTIONS AS A PART OF THE CYCLE

REVISIÓN DEL CICLO DE GIBBS. LAS EMOCIONES COMO PARTE DEL CICLO

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Abstract

The Gibbs' cycle, used in reflective practice, is a tool for self-reflection, mental wellbeing monitoring, academic learning and teaching activities, personal and professional development. It is structured in six phases: description, feelings, evaluation, conclusions, and action plan. Considering well-being and mental health as fundamental players in development paths (academic, professional, human), it becomes important to consider emotions in a new structure of the Gibbs' model. The narrative review is based on the observation of twenty manuscripts, in which the consideration and analysis of emotions in the reflective cycle was sought.

Palabras claves

Medical Education; Reflective practice; Student-Centered learning; Mental wellbeing; Professional development.

Resumen

El ciclo de Gibbs, utilizado en la práctica reflexiva, es una herramienta para la autorreflexión, el control del bienestar mental, las actividades académicas de enseñanza-aprendizaje, y el desarrollo personal y profesional. Se estructura en varias fases: descripción, sentimientos, evaluación, conclusiones y plan de acción. Considerando el bienestar y la salud mental como actores fundamentales en las trayectorias de desarrollo (académico, profesional, humano), resulta importante considerar las emociones en una nueva estructura del modelo de Gibbs. La revisión narrativa se basa en la observación de veinte manuscritos, en los que se buscaba la consideración y el análisis de las emociones en el ciclo reflexivo.

Keywords

Educación médica; Práctica reflexiva; Aprendizaje centrado en el estudiante; Bienestar mental; Desarrollo profesional.

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1. Introduction

The reflective journal is one of the reflective practice methodologies that plays different roles concerning self-reflection, self-learning, monitoring (active and passive) of personal and professional development (Coe et al., 2022). Emotions, different from feelings, need to be recognized, developed, and monitored, as part of the development of emotional intelligence (EI) described as the ability to perceive, interpret, demonstrate, evaluate, and use emotional background (basic emotions and complex emotions), whose influence is related to the development of social skills, communication skills, self-awareness, and mental wellbeing (Gayathri & Meenakshi, 2013).

Objectives

The reflective journal is a tool for reflective practice, and it is a valuable tool for monitoring and self-monitoring, personal growth, and professional growth, based on self-reflection. The Gibbs' cycle is a framework used in drafting the reflective journal, in which feelings are discussed but not emotions. The objectives of this manuscript are:

- Propose a narrative review of the Gibbs' cycle, which seeks reflection on emotions.
- Propose a review of the Gibbs' cycle that includes emotions as an area to investigate.
- Highlight the difference between feelings and emotions.

Feelings and Emotions

Feelings and emotions are two different terms, mistakenly used interchangeably. Emotions are defined as both unconscious and subconscious manifestations or reactions connected to bodily reactions, while feelings are manifested consciously, and are natural traits. Feelings are manifestations that can be generated by both emotional and physical events, emotions develop unconsciously or consciously through the emotional experiences from which they are generated and have a clear neuroscientific process (Adolphs & Anderson, 2018; Celeghin et al., 2017; Damasio & Carvalho, 2013).

A student might write in the reflection journal: I am aware that I am ready to take the exam, but I am angry that the study material was delivered late and that is why I could not sleep at night.

In this case, we can analyze two important contents: the awareness of being prepared turns out to be a feeling, as opposed to the emotion of anger, which triggers a physical reaction not allowing, in this case, the correct night's rest (Adolphs & Anderson, 2018; LaBar & Cabeza, 2006; Tyng et al., 2017). Compared to the standard Gibbs' reflective cycle, it is therefore essential to also pay attention to emotions, as they influence the path of development, learning, memory, and mental wellbeing. The analysis and monitoring of emotions and feelings, becomes a fundamental tool for increasing and deepening the use of the reflective journal, not exclusively as a tool for professional and personal development (skills, abilities, knowledge) and for monitoring a path, but also for monitoring of the mental wellbeing (Berking & Wupperman, 2012; Prado-Gascó et al., 2019).

Gibbs' cycle narrative review

The model called Gibbs' cycle provides as a standard model 6 reflection steps identified as: description, feelings, evaluation, analysis, conclusion, action plan (Davies, 2012; Sibson, 2008). In the narrative review of the literature (Aromataris & Pearson, 2014; Paul & Criado, 2020) presented in table 1, 20 manuscripts were observed, with the aim of identifying the presence of changes with respect to the original model, and with the aim of researching Gibbs' cycle used in the drafting of reflective journals (Moon, 2006) in which it was evidently present a step concerning emotions. The literature search was performed using the insertion of the terminology "Gibbs' reflective cycle" using the database PubMed (Falagas et al., 2008).

Figure 1. Narrative review framework.

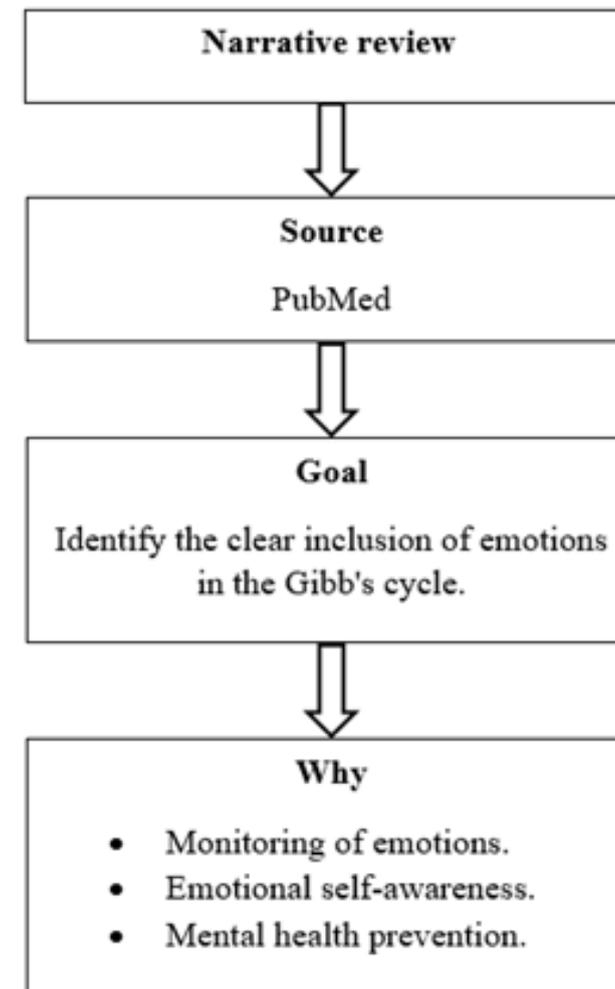


Table 1 shows the narrative review of the Gibbs' cycle.

Table 1.
Gibbs' reflective cycle review

| Year | Title | Author/Reference | PMID | Structure | Emotions |
|-------------|---|--------------------------|-----------------|------------------|-----------------|
| 2007 | Do not resuscitate: reflections on an ethical dilemma. | Jones, 2007 | 17711245 | | |
| 2008 | Reflective practice: a learning tool for student nurses. | Wilding, 2013 | 18773590 | | |
| 2009 | Novice researchers' reflection on conducting a focus group. | O'connor & Murphy, 2009 | 19517955 | | |
| 2009 | Pain management: an adolescent scoliosis patient. | Koya-Rawlinson, 2009 | 19743676 | | |
| 2011 | The advanced scrub practitioner role: a student's reflection | Brame, 2011 | 21560551 | | |
| 2012 | Contemporary issues in operating room care: a critical incident | Ford, 2012 | 23248926 | | |
| 2012 | Intellectual disability nursing assessment: student reflections | Dood et al., 2012 | 22584930 | | |
| 2013 | The relationship between facilitators' questions and the level of reflection in postsimulation debriefing. | Husebø et al., 2013 | 23343839 | | |
| 2013 | Enhancing skills of critical reflection to evidence learning in professional practice. | Paterson & Chapman, 2013 | 23643448 | | |
| 2013 | Honesty in critically reflective essays: an analysis of student practice. | Maloney et al., 2013 | 22926807 | | |
| 2013 | Bullying in nursing: roots, rationales, and remedies | Szutenbach, 2013 | 23495431 | | |
| 2013 | Reflective folios for dental hygiene students: what do they tell us about a residential aged care student placement experience? | Wallace et al., 2013 | 24127765 | | |
| 2016 | Complexities of management of a urostomy in Ehlers-Danlos syndrome: a reflective account | Oxenham, 2016 | 26973007 | | |
| 2017 | Nursing Students' Reflections After Meetings with Patients and Their Relatives Enacted by Professional Actors: Being Touched and Feeling Empathy. | Söderberg et al., 2017 | 28215111 | | |
| 2017 | Inviting articles for and on the Wisdom of Experience. | Janke et al., 2017 | 30497615 | | |
| 2017 | Reflective student narratives: honing professionalism and empathy. | Dhaliwal et al., 2017 | 28803221 | | |

| | | | | |
|-------------|--|-------------------------------|-----------------|--|
| 2019 | Reflective and feedback performances on Thai medical students' patient history-taking skills. | Tawanwongsri, & Phenwan, 2019 | 31088550 | |
| 2020 | Peer-mentees' challenges in an undergraduate peer-group clinical mentoring programme in a nursing education institution. | Ntho et al., 2020 | 33101718 | |
| 2021 | When the student becomes the teacher: Discovering individual teaching style. | Hagopian, & No-hria, 2021 | 33454076 | |
| 2022 | An exploration of the impact of working in pairs on the dental clinical learning environment: Students' views | Dargue et al., 2022 | 35100467 | |

After having observed the narrative review, it is possible to understand that the concept of emotions appears exclusively in 1 manuscript out of 20 that have been considered; moreover, it is possible to observe that an alternative to the standard structure was proposed in 3 manuscripts out of 20. Following this narrative review, it is possible to understand the need to implement the steps of the Gibbs' cycle with the aim of offering adequate space for the consideration of emotions, which turn out to be different from feelings, and which cover a fundamental area in professional and personal development, and in monitoring the user's mental wellbeing and stress.

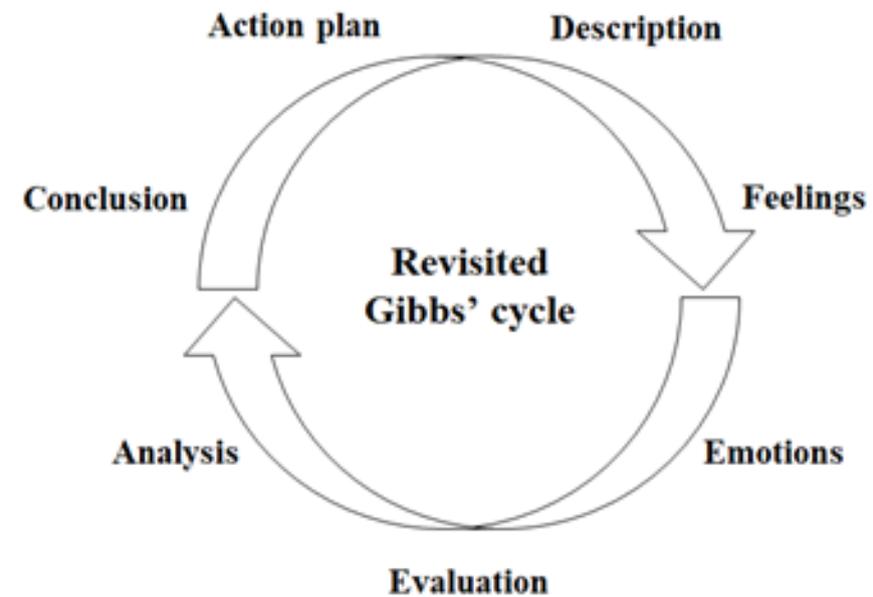
Revisited Gibb's cycle

The Gibbs' cycle proposed in Figure 2 focuses not only on feelings but also on emotions, as the analysis of the emotions themselves can be a tool for monitoring potentially harmful situations, if not controlled. The main emotions that could be found in the reflective journal prepared with this new Gibbs' cycle can be identified as fear, anxiety, anger, disgust, embarrassment, pride, shame, guilt, hubris, gratitude, compassion, sadness, empathy, depression; emotions thus play a fundamental role in the new Gibbs' cycle, as they can influence behaviors, memory, attention, judgment (Barrett, 2017; Stevens, 2021).

1. Description: the narrator answers the question "what happened?"; is the overview area of the period to be observed.
2. Feelings: the narrator describes feelings and thoughts regarding the events of the period under observation.
3. Emotions: the narrator describes the emotions perceived. It is fundamental to describe at least if there were basic emotions (anger, fear, happiness, sadness, disgust, surprise) or if the period was emotionless.
4. Evaluation: the narrator proposes an evaluation of the experiences of the observed period, and describes positivity, negativity, advantages, disadvantages, opportunities.
5. Analysis: the narrator describes the presence of other points of view or options present with respect to what has been described.

6. Conclusion: the narrator describes how should have acted or reacted, and what could have been done.
7. Action Plan: the narrator describes the actions based on what has learned, in case of already lived. Furthermore, the subject can describe the planning of future actions, or areas to be monitored.

Figure 2. Revisited Gibbs' cycle.



2. Conclusions

Although the narrative review has a limited number of manuscripts, and it is not systematic with meta-analysis, the consideration and monitoring of emotions plays a fundamental role and deserves to be considered additionally to the standard Gibbs' cycle, as proposed in the revised Gibbs' cycle presented in Figure 2. The reflective process offers the opportunity to form emotional self-awareness, and the monitoring of emotions can be considered a tool for the prevention of mental health disorders, stress assessment, and to improve emotional intelligence.

3. Conflict of interest

The author declare that he has no conflicts of interest.

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