

## Reflective Practice Template

There is no right or wrong way to reflect on your practice. Different people learn in different ways and while one person may learn by reflecting on a positive outcome, another may find it most useful to focus on a situation they found challenging.

Below we have provided some prompts to help you add value to your reflection.

Some prompts will be more relevant than others depending on your event, your practise and whether you are reflecting as a group or an individual.

### What event or topic are you reflecting on?

***Give a brief description. You don't need to give all the details, but rather focus on the event itself.***

***Too broad a focus can make it difficult to give the topic the attention it needs and might be hard to give direction to your reflection, especially if you are reflecting in a group setting and everyone will want to make input.***

***Remember to keep things confidential.***

On 01/07/22 I held a virtual physiotherapy session with a client. First part of the subjective assessment consisted of the client reporting his remaining issues. The second part of the subjective consisted of specific questions relating to the client. These questions were based on my analysis of the notes written from other sessions (OT and SLT). There were five key questions in total. The questions were mainly related to the clients falls history, mobility status and goals set by the community physiotherapists. The plan for next session was for the client to demonstrate exercises given to him by the community physiotherapists with a friend present for supervision.

### Would you call this a positive or challenging event?

***What feelings would you use to describe the event?***

There were aspects of this events that were both challenging and positive.

***Even when things go right, they can still be challenging. Think about the outcomes of this event and whether you feel they could have been improved.***

### Challenges

Initially the session was a challenge. The main challenges I faced were the technical difficulties with Zoom. Due to the technical difficulties me and my colleague decided this session would be a good opportunity to complete a peer

reviewed session. Therefore, I held the session independently and my colleague turned their camera and microphone off.

Since this event I have completed some reading to attempt to study the benefits of peer review. One paper by Maas et al (2018) evaluated the impact of a quality improvement programme based on self- and peer assessment. Upon reading the discussion I realised that feedback from peers, video recordings and client notes can be used as material to critically reflect on my own performance. Another importance observation I concluded after reading the paper by Maad et al (2018) is, exposure to critical performance appraisal from peers may motivate me to work on my own personal goals as a physiotherapy student.

### Positives

During the session I had another opportunity to educate the client on the long-term effects following their acquired brain injury (stroke). The client had what is referred to a spasticity (high tone) within their left hand. Initially the patient reported he had heard the term before but had little understanding of what Spasticity meant. I did my best to explain the neurological defect (spasticity) without using too many medical terms and the patient confirmed that they had a better understanding of what is going on.

Since this event I have researched the importance of educating patients and why as physiotherapy students this should be made a priority. One key point that stuck out to me was the association between lack of patient education and clinical time wasted. For example, following up patients post Dr visits to provide patients education and reminders is an effective way of helping patients self-manage their health. Although the example given is specific to Dr's seeing patients in GP settings, this example can easily be applicable to physiotherapists in any setting.

<https://www.perfectserve.com/blog/patient-education/>

### **What happened?**

#### ***How did your team respond?***

I feel me and my colleague responded very well to the technical difficulties and thought on our feet. We made the most of the opportunity by completing a peer reviewed session.

#### ***What did you feel during the event?***

During the event I felt both anxious and prepared at the same time.

I was anxious as I was unable to record the session as I had not set up the zoom link. Therefore, I did not have all the facilities that a Host of the meeting would typically have.

I was prepared at the same time since I had my notes and plan of the session in front of me. Plus, pen and paper to write any important information given by the client as the session progressed.

***What did you feel afterwards?***

I felt relieved after the session. I had managed to ask all the questioned I had prepared prior to the session to the client.

I also felt disappointed that the session had not been recorded.

**Looking back**

***Are you satisfied with how you responded? If not, why not?***

I am happy with the way I conducted the session for the most part.

***Do you think you worked effectively with your colleagues? If not, what would help effective work in the future?***

The session was peer review so there was no input from my colleague until after the session. During the session I feel I worked well independently.

***Did you had all the support you needed? If not, what would have helped?***

I feel that I had as much support as available prior to the session from my colleague. It would have been helpful to receive some support from a physiotherapist.

**Looking forward**

***If there is a similar event in the future, would you do anything differently?***

Making sure I was able to record the session and would have arranged to conduct a peer reviewed session ahead of time.

I also would have asked the client to show me the splint he is using to help with the high tone within his left hand.

***What did you learn from this experience and/or your reflection on it?***

See "Would you call this a positive or challenging event?" for more details

*Did the things your learned after this event help you achieve any of your development objectives?*

I feel this particular event helped me meet LO2 & LO5.

LO2: Complete Ax and Rx plans for specific patients with evidence of reasoning and share plans for review with my placement practice educator.

LO5: Become more familiar with Ax and Rx techniques online with TBI patients.

*Did this event help you identify new learning objectives?*

Not particularly, I am currently looking for more opportunities to meet my other four learning objectives.

### Other support

Reflection isn't an activity, it's a process and so you may still want support after your reflection. It's vital for health and care professionals to look after their physical and mental health and to seek help when they need it.

The HCPC has a [wellbeing hub](#) for registrants which includes resources but you may also want to speak to your employer, your trade union or your professional body for other resources.

### Things to keep in mind for groups

- Group reflection can be relatively informal and unstructured.
- The approach you use should suit you and your team's dynamics, but you should be mindful about reflecting on issues which could be contentious or emotive without someone who has some experience in these cases.
- If you or your group would benefit from more structure, consider [Schwartz Rounds](#) or NHS Education for Scotland's [Values Based Reflective Practice](#).
- Not everyone in a team will be comfortable having a frank discussion about service improvement in front of their colleagues and especially their manager. Even after a session like this, everyone should know that they are welcome to raise ideas or concerns in private.
- Finally, it's important to think about the power dynamics in groups and try to manage them. Think about if all of the team have the space to share and feel comfortable

### Reference

- Maas MJ, Driehuis F, Meerhoff GA, Heerkens YF, van der Vleuten CP, Nijhuis-van der Sanden MW, van der Wees PJ. Impact of self-and peer assessment on the clinical performance of physiotherapists in primary care: a cohort study. *Physiotherapy Canada*. 2018 Nov 30;70(4):393-401. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC6361404/>
- The importance of patient educations:  
<https://www.perfectserve.com/blog/patient-education/>